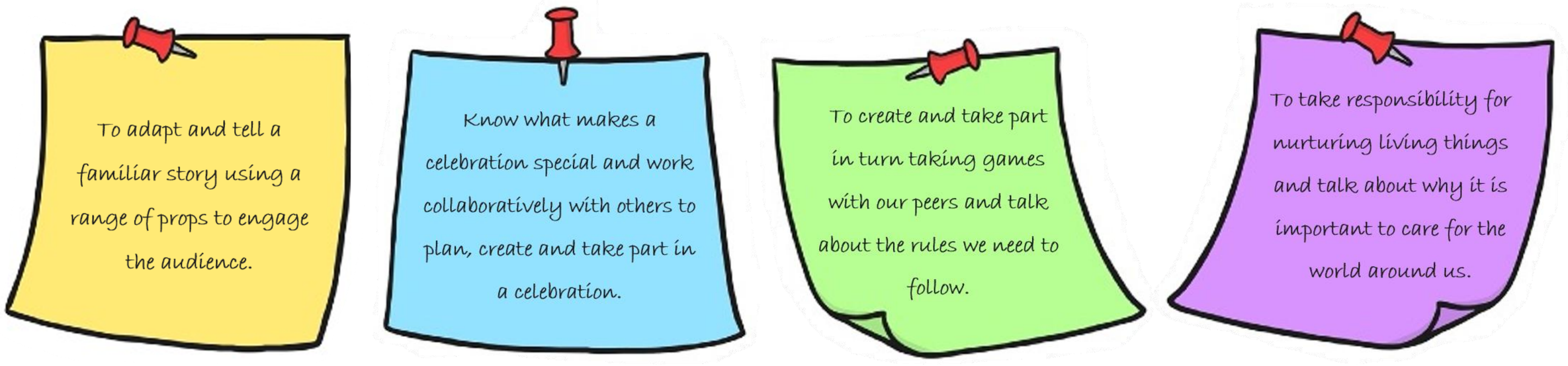
# St Mark's EYFS Aspirations-led Curriculum

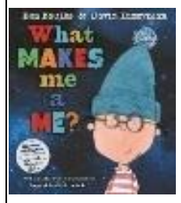
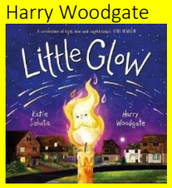
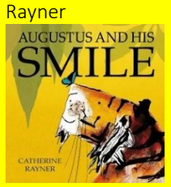
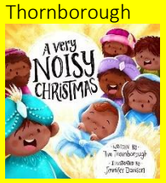
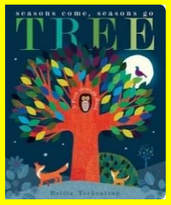
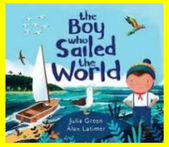
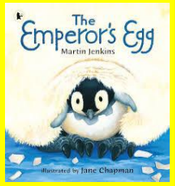
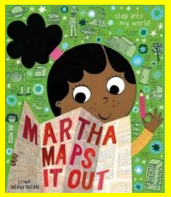
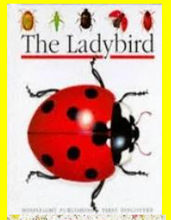
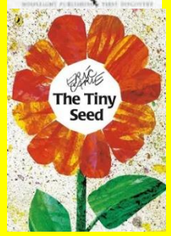
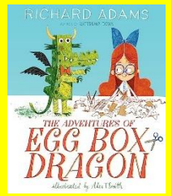
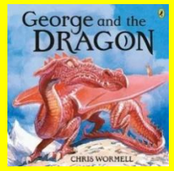
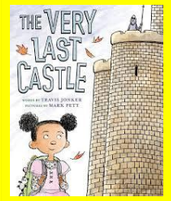
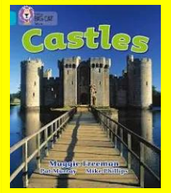
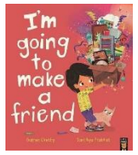
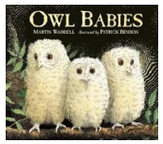
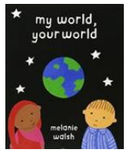
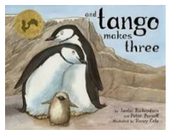
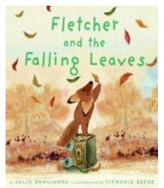
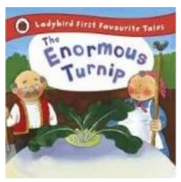
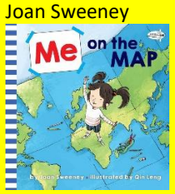
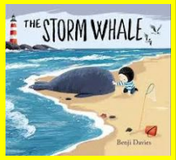
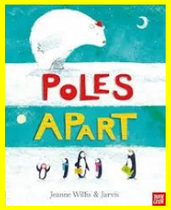
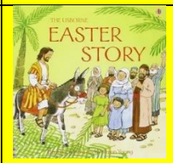
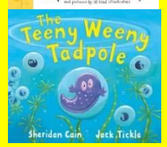
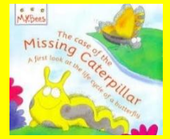


# Curriculum overview

*Please note books are flexible with cohort needs.*

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Main enquiry** (but not limited to…) | Who are we? | | Where do we live and what is the world around us like? | | How do things grow and change? | |
| **Possible lines of enquiry** | **Who is special to me?**<br>Me and my family<br>My home and community (people who help)<br>Making friends<br>Expressing myself<br>My Brilliant Body – what's it made of and what can it do? (senses) | **How do people celebrate?**<br>Important days to me - birthdays<br>Important days to my community<br>Remembrance, Hannukah, Diwali Christmas, Christingle, Bonfire Night, Harvest Eid<br>Similarities and differences | **What do stories tell us about our world?**<br>What is near our home / school?<br>Similarities and differences<br>What's it like to live in a hot/cold place?<br>What is the coast?<br>Who lives in the sea?<br>What was Swanage like long ago? | **What clues can we see that it is Spring?**<br>Signs of spring in and around the school grounds<br>How do animals grow and change?<br>What is inside an egg? | **What grows around me?**<br>How do you grow a sunflower?<br>What do baby butterflies look like?<br>Why are insects important?<br>What food can we grow?<br>What do fruits and vegetables look like on the inside?<br>How can we look after each other and the environment<br>How have I changed? What can I do now that I couldn't do as a baby? | **What clues do buildings give us about the past?**<br>How has our school changed?<br>What is a castle and why were they built?<br>What do stories tell us about the past?<br>Who might live in a castle?<br>What was life like for people long ago? |
| **Experiences** | • My community visit to church and taking part in Harvest Festival.<br>• Wessex Wild Tincleton Farm visit – Harvest Celebration<br>• Visit from School Nurse, Fire-fighters, Dentist, Police. | • Plan and prepare a Christmas party to celebrate Jesus' birthday<br>• Operation Christmas Child – shoebox<br>• BSO demonstration<br>• Christingle service at local church<br>• Visit local library | • A walk around school and the local area to notice landmarks and people.<br>• Catch a bus into town to deliver our decorated kindness Rocks with encouraging words scribed on them.<br>• Seasonal changes exploring ice.<br>• Online Library Event – meet the author-world book week link | • Church visit – Easter<br>• Plan and prepare an Easter party<br>• Plant potatoes<br>• Observe frogspawn growing and changing – lifecycle<br>• Feed lambs and kids on site | • Plant and label flowers and vegetables, including broad beans, in the garden and care for these daily.<br>• Observe caterpillars growing and changing - lifecycle<br>• Wessex Wild Visit – Roots, stems, leaves – the story of a lunchbox | • Visit to Swanage Library<br>• Trip to Corfe Castle via steam train<br>• Plan and prepare a palace garden party for families to join<br>• A day at the beach – purchase an ice-cream<br>• Visit to St Mark's church – what makes this a special place for Christians? (RE) |
| **Practitioner Oracy Focus** | Introduce visuals consistently across EYFS.<br><br>Model using language appropriately to communicate needs – commentary, repeating back, clarifying,<br><br>Model good listening and find opportunities to create shared attention and keep interactions going.<br><br>Model positive language to build a positive self-image using CoEL<br><br>Model using language to describe feelings. | Use narration to model thinking and problem solving.<br><br>Model asking questions to find out more and distinguish between a question and a fact.<br><br>Extend interactions by adding vocabulary.<br><br>Draw attention to misconceptions by offering alternative points of view.<br><br>Model using language of negotiation. Recap on prior learning and experiences.<br><br>Model taking turns to generate a back-and-forth conversation | Model making links between different environments using language of comparison.<br><br>Model describing changes to seasons and environments.<br><br>Extend children's vocabulary adding adjectives or using tier 3 vocabulary.<br><br>Suggest ideas for how things have changed and encourage children to offer their ideas.<br><br>Suggest ideas for why things might change.<br><br>Encourage children to narrate their thinking and problem solving.<br><br>Model imagining, posing questions such as 'what might it be like to…?' and 'what if…?'.<br><br>Support children to recall simple facts. | Model remembering about changes to seasons from autumn to winter.<br><br>Model using language related to the past.<br><br>Remind children of activities and challenges they have encountered so far and how they solved them.<br><br>Recap on prior learning and experiences.<br><br>Model explaining why things happen and how things work, using clear, simple language.<br><br>Introduce subject specific (tier 3) language.<br><br>Pose 'how' and 'why' questions, modelling how these could be answered.<br><br>Encourage children to ponder and ask questions, providing sentence stems as required. | Model posing problems, introducing the language of 'could', 'might', 'shall', 'should', 'what if' related to problems.<br><br>Use narration to model thinking and problem solving and encourage children to do the same.<br><br>Draw attention to misconceptions, encouraging children to describe what they can see and how this differs to the misconception.<br><br>Model using subject specific language.<br><br>Model explaining why things happen and how things work, using clear, simple language. | Recap on prior learning and experiences.<br><br>Encourage children to recall and use subject specific vocabulary.<br><br>Model your thinking to make comparisons between places, drawing on prior knowledge and experience<br><br>Encourage children to describe what they can see and make comparisons with other places.<br><br>Model your thinking related to planning a celebration, considering all the elements e.g. food, decorations, activities. |
| **Phonic Focus**<br>HFWs/TWs: | GPCs: s a t p I n m d g o c k ck e u r h l b f ll ff ss<br>Skills: Oral blending, sounding / blending to read | GPCs: j v w x y z qu ch sh th/th ng<br><br>Read: Words with double consonants e.g rabbit button puppet. 2 syllable | GPCs: ch sh th/th ng ai ee igh oa oo/oo ar or ur/er ow oi nk ear air ure | GPCs: Revisit for writing and sentence contruction ai ee igh oa oo/oo ar or ur/er ow oi nk ear air ure | Letter Blends: cvcc words including nk. ccvc words. Address common misconceptions - tr (chr) dr (jr) sp (sb) st (sd) sc (sg) ccvc words with | Letter Blends: ccvcc cccvc words. Write polysyllabic words e.g. lunchbox, sandwich, starlight. |

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| | Read:<br>a at as sat is it in an am and dad did man on can not cat top got dog get up mum sun us duck ran run red back I to the had his him back big but of bed fun let hat bad hot has no go into off tell fell miss put<br><br>Spell: Developing segmenting/sound talking to spell - phase 1 skills. Say the word nice and long. Robot talk to hear the first, middle, end sounds in a word. Link sounds to the letters of the alphabet. Focus on using magnetic letters to spell simple cvc words | words with sounds taught e.g. rocket laptop, sunset, picnic. Simple sentence reading<br>be me will well fox box he yes we was she love fish much wish thing king this that then them with than long<br><br>Spell: Forming graphemes a-z with w/bs pens to spell a at as sat is it in an am and dad did man on can not cat top dog got get mum ran run red sun duck up us I to the if big had his him back but of bed fun let hat bad hot has no go into off tell fell miss put | Read: polysyllabic words with di/trigraphs e.g. farmyard rooftop garden bedroom<br>they my see been need right night keep feet queen said too look book took good food soon room boat hard car have or for down now her you think are all garden again along morning<br><br>Spell: Forming graphemes a-z with w/bs pens to spell including 2 syllable words with single letter sounds e.g. rocket laptop sunset<br>be me will fox box he yes we was she love fish much wish thing king long this that then them with than | Read: words with double letters ladder dinner hammer better<br>have said like dark park too look down now how town or for better little so air here come some<br><br>Spell: polysyllabic words with di/trigraphs e.g. farmyard rooftop garden bedroom<br>they my see been need right night keep feet queen too look book took good food soon room boat hard car or for down now her you are all think | digraphs. cvcc words with digraphs. Read polysyllabic words with adjacent consonants e.g. pumpkin shelter chimpanzee<br><br>Read: help went end little it's three there were here stop must still just best tree gran sleep green from wind next what when children one out<br><br>Spell: have said like dark park too look down now how town or for do so air here come some | Misconception words ending in s/z ing/in<br><br>Read: never river under ever grandad dragon you are all my they her have said like do so come some one out little what when there were here across different looks lots eggs trees things something morning looking going small began<br><br>Spell: help went end little it's three there were here stop must still just best gran sleep green from wind next what when children one out<br><br>Transition to Y1 sound mat – training in independent use for writing |
| **Maths Focus Whiterose** | Getting to know you<br>Match Sort and compare<br>Talk about measure and patterns<br>It's me 1 2 3 | Circle and triangles<br>1 2 3 4 5<br>Shapes with 4 sides | Alive in 5<br>Mass and capacity<br>Growing 6 7 8 | Length, height and time<br>Building 9 and 10<br>Explore 3D shapes | To 20 and beyond<br>How many now?<br>Manipulate, compose and decompose | Sharing and grouping<br>Visualise, build and map<br>Make connections |
| **PSED SCARF** | **Me and My Relationships**<br>Talk about similarities and differences.<br>Name special people in their lives.<br>Describe different feelings<br>Identify who can help if they are sad, worried or scared.<br>Identify ways to help others or themselves if they are sad or worried. | **Valuing Difference**<br>Be sensitive towards others and celebrate what makes each person unique.<br>Recognise that we can have things in common with others.<br>Use speaking and listening skills to learn about the lives of their peers.<br>Know the importance of showing care and kindness towards others.<br>Demonstrate skills in building friendships and cooperation. | **Keeping Myself Safe**<br>Talk about how to keep their bodies healthy and safe.<br>Stay safe around medicines.<br>Stay safe in their home, classroom and outside.<br>Know age-appropriate ways to stay safe online.<br>Name adults in their lives and those in their community who keep them safe. | **Being My Best**<br>Feel resilient and confident in their learning.<br>Name and discuss different types of feelings and emotions.<br>Learn and use strategies or skills in approaching challenges.<br>Understand that they can make healthy choices.<br>Name and recognise how healthy choices can keep us well. | **Growing and Changing**<br>Understand that there are changes in nature and humans.<br>Name the different stages in childhood and growing up.<br>Understand that babies are made by a man and a woman.<br>Use the correct vocabulary when naming the different parts of the body.<br>Know how to keep themselves safe. | **Rights and Respect**<br>Understand that they can make a difference.<br>Identify how they can care for their home, school and special people.<br>Talk about how they can make an impact on the natural world.<br>Talk about similarities and differences between themselves.<br>Demonstrate building relationships with friends. |
| **RE**<br>**EYFS With Yr 1** | Jack in the box class worship | **UC Incarnation**<br>*Why does Christmas matter to Christians?* | What makes a day special? Who celebrates what and why? | **UC Salvation**<br>*Why does Easter matter to Christians?* | **WF *(Thematic)* *How should we care for the world and for others, and why does it matter? RE Today*** | WF Christianity/Judaism/Islam<br>What makes places special? |
| **Music**<br>**Kapow** | **Exploring sound**<br>Vocal sounds: Exploring using their voices to make a variety of sounds.<br>Body sounds: Exploring a music beat through body movement.<br>Instrumental sounds: Exploring using instruments to make a variety of sounds.<br>Environmental sounds: Using instruments to make sounds from the environment.<br>Nature sounds: Listening to sounds in nature and try to recreate them.<br><br>Vocabulary: voice, voice sounds, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, sound, tempo, fast, slow, rhythm, beat, instrumental sounds, tempo, fast, quickly, slowly, dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds | **Celebration Music**<br>Diwali music: Learning about the festival of Diwali and respond to music through movement.<br>Hanukkah music: Learning dances and instruments from the festival of Hanukkah.<br>Kwanzaa music: Learning about the festival of Kwanzaa, children take part in a traditional African call and response song and find classroom objects to use as drums.<br>Traditional Christmas music: Taking part in a Christmas group song involving singing, creating vocal sounds and playing instruments and sing and move to a Christmas song.<br>Creating and performing appropriate actions to represent Christmas song lyrics.<br><br>Vocabulary: music, dance, tempo, move, Diwali, celebration, traditional, Hanukkah, Hora, kinnor, harp, flute, Jewish, trumpet, cymbals, tambourine, shofar, Kwanzaa, Africa, culture, call, response, drum, rhythm, beat, instrument, Christmas, Christian, sleigh bells, actions, action songs, voice sounds, body percussion | **Big Band**<br>What makes an instrument?: Learning about different musical instruments, children then use recyclable materials to create and play their own instruments.<br>Introduction to orchestra: Children learn about the four different groups of musical instruments, where they are positioned in the orchestra, their different sounds and the role of the conductor.<br>Follow the beat: Following a beat using an untuned instrument and play their instruments together to match the beat.<br>Tuned and untuned instruments: Experimenting with playing tuned and untuned instruments, children then play along and sing in time to familiar songs, changing the tempo (speed) or dynamic (volume) each time.<br>Big band performance: Selecting appropriate instruments to represent different parts of a song before performing a practised song to a small audience.<br><br>Vocabulary: music, musical instrument, band, sound, shake, tap, bang, strum, jingle, tempo, dynamic, pitch, beat, orchestra, sound, rhythm, beat, conductor, wind, strings, percussion, brass | | **Musical stories**<br>Moving to music: Listening to the lyrics and melody of the 'Teddy Bear's Picnic' and following instructions to move to the music, changing their movements to reflect the tempo, pitch or dynamic of the piece.<br>Using instruments to represent characters: Listening to the classical piece and narrated story of 'Peter and the Wolf' by Sergei Prokofiev and recalling the characters from the story before exploring how each is represented in the music.<br>Storytelling with actions: Using actions to tell the story of 'The Sleeping Princess' before singing and performing a group song based on the story.<br>Using instruments to represent actions: Working in groups, children use instruments to represent action from sections of the story 'We're Going on a Bear Hunt' by Michael Rosen.<br>Musical story composition: Writing, composing, practising and performing their own musical story based on either their morning routine, the school day routine or anything else that is appropriate for your class.<br><br>Vocabulary: classical music, pitch, high, low, tempo, fast, slow, dynamic, loud, quiet, musical story, lyrics, melody, character, instrument, song, actions, percussion, compose, perform, performance | |
| **Key texts** Fiction & non fiction | Fiction books are chosen because: they elicit a strong response – curiosity, anger, excitement, laughter, empathy. They have a strong narrative that will sustain multiple readings. They extend children's vocabulary. They have illustrations which are engaging and reflect children from all backgrounds and cultures. They help children connect with who they are. They help children to understand the lives of people whose experiences and perspectives may be different from their own. Non-Fiction books are chosen to satisfy children's curiosity, respond to their questions and increase their knowledge and understanding of the world. | | | | | |

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| | What makes me a me? Ben Faulks  The Leaf Thief Alice Hemming  What will I be? Frances Stickley  | Little Glow Katie Sahota & Harry Woodgate  Augustus and his smile Catherine Rayner  | The Noisy Christmas Tim Thornborough  Seasons come, seasons go Tree Britta Teckentrup  | The Boy Who Sailed the World Julia Green & Alex Latimer  The Journey home Frann Preston Gannon  | The Emperor's Egg Martin Jenkins  Martha Maps it out  |  |  | Luna Loves Gardening Joseph Coelho & Fiona Lumbers   | Jack and the Beanstalk   | The Adventures of Egg Box Dragon Richard Adams  George and the Dragon Christopher Wormell  | The Very Last Castle by Travis Jonker  Castles by Maggie Freeman  |
| **Parallel texts** |  I'm going to make a friend. Darren Chetty Owl Babies. Martin Waddell  What can you see in Autumn?  My World Your World Melanie Walsh  It's ok to be different Todd Parr  And Tango makes three. Justin Richardson and Peter Parnell  Fletcher and the falling leaves. Julia Rawlinson   The enormous turnip | Elmer Rosies walk Dear Zoo |  | Me on a Map Joan Sweeney    | Arctic Life Sean Callery   | |  Kind   | What the ladybird heard    |    | You Choose Fairy Tales Pippa Goodhart  | Once Upon a Time Nick Sharratt  |

# To adapt and tell a familiar story using a range of props to engage the audience.

| Milestones<br>*Children can….* | Implementation<br>*Adults will…. so that children can…* | Additional enhancements and interests | Resources |
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| **By the end of Autumn Term…**<br>Children are beginning to demonstrate a love for stories. They can talk about familiar stories they have experienced and are beginning to have a greater awareness of what an author is. They make links to their own experiences and are beginning to share these as well as to ask questions to gain understanding. They are beginning to use story vocabulary in their play and to use role play to recreate stories experienced and shared.<br><br>**By the end of Autumn Term…**<br>**Children will:**<br>✓ Enjoy listening to books read aloud.<br>✓ Talk about familiar stories they have experienced and begin to show awareness of what an author is.<br>✓ Make links to their own experiences and start sharing these connections during discussions.<br>✓ Ask questions to gain understanding and respond to simple questions about stories.<br>✓ Use story vocabulary in their play and begin to recreate stories through role play and small-world activities.<br>✓ Participate in interactive storytelling, using props and actions to bring stories to life. | **Model Story Engagement**<br>Adults will read aloud daily with expression and enthusiasm, using uninterrupted time and identifying the title, author, and blurb. So children can enjoy stories, develop awareness of authorship, and begin to demonstrate a love for books.<br><br>**Use Interactive Story Approaches**<br>Adults will incorporate Storycises (movement-based storytelling) and dramatic voices during reading.<br>So children can actively engage with stories and connect language to actions.<br><br>**Scaffold Language Development**<br>Adults will listen carefully, rephrase and extend children's sentences, and introduce new vocabulary in context.<br>So children can articulate ideas in well-formed sentences and use story vocabulary confidently.<br><br>**Provide Props and Role Play Opportunities**<br>Adults will offer dressing-up resources, story boxes with puppets, masks, and small-world items, and model phrases like "Once upon a time…". So children can recreate familiar stories, use story language in play, and develop imaginative narratives.<br><br>**Encourage Active Participation**<br>Adults will invite children to bring favourite books, use daily book votes, and support sequencing through shared story maps and drawings. So children can make choices, reason about preferences, and retell stories in order using time words.<br><br>**Extend Learning Beyond the Classroom**<br>Adults will send home nursery rhyme books and QR codes for bedtime stories, and involve families in story sharing.<br>So children can strengthen home-school links and enjoy stories outside the classroom.<br><br>**Model Storytelling and Language**<br>Adults will ask open-ended questions ("What happened next?"), draw simple story maps, and narrate thinking aloud during storytelling. So children can develop sequencing, comprehension, and confidence in creating storylines.<br>Story words: character, setting, author, once upon a time.<br><br>**Encourage Creativity**<br>Adults will provide untuned instruments and model adding sound effects to stories and rhymes. So children can explore music as part of storytelling and create imaginative narratives.<br><br>**Embed Literacy Skills**<br>Adults will use a poetry basket for short poems, rehearse for performance, and consistently highlight book features. | **Strengthen Vocabulary Through Multi-Sensory Approaches**<br>Create a "Word of the Week" linked to stories (e.g., "gigantic," "curious") and display it with visuals.<br>Use sensory trays (sand, water, playdough) to embed new words through tactile experiences.<br>Encourage children to act out new vocabulary (e.g., "tiptoe," "stomp") during story sessions.<br><br>**Build Print Awareness**<br>Introduce book handling routines: show spine, front cover, back cover, and discuss purpose.<br>Use big books or digital storybooks to highlight text directionality and punctuation.<br>Model tracking words with a finger during shared reading to develop early decoding awareness.<br><br>**Deepen Comprehension Through Dialogic Reading**<br>Use "Why do you think…?" and "How do you know?" questions to promote inference.<br>Encourage prediction before turning the page: "What might happen next?"<br>Introduce character feelings charts to help children connect emotions to events.<br><br>**Enhance Role Play with Literacy Links**<br>Add story-specific props (e.g., baskets for Little Red Hen, washing tub for Mrs Wishy Washy).<br>Provide speech bubbles for children to write or draw what characters might say.<br>Create a mini theatre corner for puppet shows and oral storytelling.<br><br>**Integrate Technology for Story Engagement**<br>Use audio books or QR codes for independent listening stations.<br>Record children retelling stories and play them back to build confidence and sequencing skills.<br>Introduce simple story-making apps for children to create digital narratives.<br><br>**Connect Stories to Real-Life Experiences**<br>Plan story-linked outings (e.g., farm visit after Little Red Hen).<br>Invite community helpers to share real-life stories (e.g., a baker after reading The Gingerbread Man).<br>Encourage children to bring objects from home that relate to story themes.<br><br>**Promote Story Innovation**<br>After retelling, ask children to change one element (e.g., setting or character) to create a new version.<br>Use story dice or cards for random character/setting prompts.<br>Support group storytelling where each child adds a sentence.<br><br>**Embed Phonics and Early Writing**<br>Highlight initial sounds in story words during reading.<br>Provide story-linked writing prompts (e.g., "Write a list of things the Little Red Hen needed").<br>Encourage mark-making in role play (menus, tickets, letters to characters).<br><br>**Nursery Rhyme Engagement** | **Books & Reading Materials**<br>Wide range of fiction, non-fiction, and poetry books (including big books for shared reading).<br>Nursery rhyme books (matching those sent home in transition packs).<br>Poetry basket with short, rhythmic poems for weekly focus.<br>Familiar texts for Talk for Writing (e.g., Mrs Wishy Washy, Little Red Hen, The Nativity).<br><br>**Story Engagement & Language Development**<br>Storycises resources (movement cards or printed prompts).<br>Large story maps (paper rolls, display boards, markers).<br>Word of the Week display (word cards, visuals, magnetic letters).<br>Character feelings chart (laminated with emotion faces).<br><br>**Role Play & Imaginative Play**<br>Dressing-up items: hats, scarves, glasses, aprons.<br>Story boxes: puppets, masks, small-world figures linked to key stories.<br>Loose parts: wooden blocks, fabric pieces, buttons for open-ended storytelling.<br>Mini theatre corner: puppet stand or small stage area.<br>Speech bubble templates for mark-making and writing.<br><br>**Active Participation**<br>Book voting system: jars, marbles/tokens, voting cards.<br>Sequencing resources: blank story maps, drawing paper, crayons.<br>Nativity props: costumes, simple stage backdrop.<br><br>**Creativity & Music**<br>Untuned instruments: tambourines, shakers, drums for sound effects.<br>Audio devices: CD player or tablet for rhymes and songs.<br><br>**Technology Integration**<br>QR codes for bedtime stories (linked to safe online resources).<br>Audio books or listening station (headphones, tablet).<br>Recording device (tablet or camera) for retelling playback.<br>Simple story-making apps (child-friendly, e.g., Book Creator).<br><br>**Sensory & Vocabulary Development** |

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| | So children can build rhythm, memory, and awareness of text structure.<br><br>**Prioritize Reading for Pleasure**<br>Adults will read aloud daily with enthusiasm and offer uninterrupted time for children to enjoy books. So children can develop a lifelong love of reading and positive attitudes toward books. | Encourage children to join in with simple, familiar nursery rhymes, starting with those shared in summer transition packs.<br>Provide visual prompts and props to support participation and confidence.<br><br>**Storycises for Physical Development**<br>Use movement-based storytelling (Storycises) to develop gross motor (GM) and fine motor (FM) skills.<br>Incorporate actions and gestures to strengthen oral storytelling and sequencing.<br><br>**Collaborative Storylines**<br>Create large, accessible story maps together with the children to support shared retelling and sequencing.<br>Display these maps in the environment for ongoing reference and play.<br><br>**Book Voting System**<br>Introduce a book vote using marbles or tokens to allow children to choose the daily story.<br>Encourage discussion: "Why did you choose that book?" to develop reasoning and language.<br><br>**Poetry Basket**<br>Share one short, rhythmic poem weekly.<br>Practise daily and perform with accompanying actions to build confidence, memory, and expressive language.<br><br>The very last castle<br>Martha maps it out in time<br>Grandma's story | Sensory trays: sand, water, playdough for embedding new words.<br>Action cards for acting out vocabulary (e.g., stomp, tiptoe).<br><br>**Home-School Links**<br>Nursery rhyme book gift.<br>Story sharing QR codes for families. |
| **By the end of Spring Term…**<br>Children show an increasing interest in bringing books into their play for a purpose e.g. recipe books, information books.<br>Children talk about "characters", "setting", problem, and solution in the stories they hear. Children, sometimes with adult support, create a storyline to sequence events. Children use a wider range of vocabulary including time words to sequence first, next, then. They use loose parts and small world resources to recreate familiar story settings Children act out stories through small world play, role play and puppets. Children's use an increasingly wide story vocabulary. With adult support, they work cooperatively to make adaptions to known stories. Children can control a variety of small tools and resources to make models and props to support enacting stories. With support, children make music to accompany a familiar story.<br><br>**By the end of Spring Term…**<br>**Children will:**<br>✓ Show increasing interest in by bringing books into their play for a purpose (e.g., recipe books, information books).<br>✓ Talk about story elements such as characters, setting, problem, and solution in the stories they hear.<br>✓ With adult support, create a storyline to sequence events using time words (first, next, then).<br>✓ Use loose parts and small-world resources to recreate familiar story settings. | **Model Storytelling and Language**<br>Adults will perform puppet shows, give characters distinct voices, and use story language consistently ("Once upon a time…", "What happened next?"). So children can talk about characters, settings, problems, and solutions, and use story vocabulary confidently.<br>Time words: first, next, then, finally; problem, solution.<br><br>**Scaffold Vocabulary and Sentence Building**<br>Adults will listen carefully, rephrase and extend children's sentences, and encourage time words (first, next, then) during sequencing activities. So children can build richer sentences and use sequencing language in storytelling.<br><br>**Provide Resources and Opportunities**<br>Adults will ensure story baskets with puppets, masks, small-world items, and loose parts are accessible, and offer junk modelling materials for making props. So children can recreate familiar story settings and act out stories through role play and small-world play.<br><br>**Encourage Cooperative Adaptation**<br>Adults will introduce adaptations to stories (changing characters or settings) and model collaborative planning using storytelling stones or maps. So children can work together to create new versions of familiar stories and negotiate roles in play.<br><br>**Embed Books in Play**<br>Adults will place recipe books, information books, and seasonal stories in role-play areas and continue daily uninterrupted story reading.<br>So children can bring books into play for a purpose and make links between stories and real-life experiences. | **Storytelling & Narrative Development**<br>**Storytelling Stations**:<br>Story baskets/boxes with puppets, masks, story spoons, and small-world items.<br>Story stones with characters, settings, and objects for open-ended story creation.<br>**Role Play Corners**:<br>Add themed props (kitchen for recipe books, shop for information books).<br>Dressing-up accessories: hats, scarves, glasses, fabrics for character play.<br>**Story Soundtracks & Music**:<br>Provide tuned and untuned instruments for sound effects.<br>Play background music linked to story themes.<br><br>**Vocabulary & Language**<br>**Time Word Prompts**:<br>Visual cards for "First, Next, Then, Finally" to support sequencing.<br>**Story Vocabulary Mats**:<br>Words like character, setting, problem, solution displayed in reading and play areas.<br>**Open-Ended Question Cards**:<br>"What could happen next?" "How will the problem be solved?"<br><br>**Creative Resources**<br>**Junk Modelling Station**:<br>Lolly sticks, cardboard tubes, fabric scraps, glue, tape for making props and puppets.<br>**Art & Craft Links**:<br>Materials for creating story settings (paint, collage items).<br><br>**Cooperative Story Adaptation**<br>**Group Planning Tools**:<br>Large story maps for collaborative sequencing.<br>Whiteboards for brainstorming new characters or settings.<br>**Story Dice or Cards**:<br>Random prompts for character, setting, and problem-solving.<br><br>**Books Embedded in Play**<br>**Recipe Books & Information Books**: | **Storytelling & Narrative Development**<br>Story baskets/boxes with: Puppets (characters from familiar stories) Masks, Story spoons<br>Small-world items (animals, people, furniture)<br>Story stones with characters, settings, and objects<br>Loose parts: wooden blocks, fabric scraps, buttons for creating story settings<br>Mini stage area for puppet shows and acting out stories<br>Story soundtracks (audio player or QR codes) for background music<br><br>**Books Embedded in Play**<br>Recipe books for home corner<br>Information books for role-play areas (e.g., shop, doctor's surgery)<br>Seasonal and cultural stories: Chinese New Year, Easter, spring themes<br>Daily story and poetry books for uninterrupted reading sessions<br><br>**Language & Vocabulary Supports**<br>Time word cards: "First," "Next," "Then," "Finally"<br>Story vocabulary mats: character, setting, problem, solution<br>Open-ended question cards: "What could happen next?" "How will the problem be solved?"<br><br>**Creative Resources**<br>Junk modelling station: Lolly sticks, cardboard tubes Fabric scraps, glue, tape, scissors<br>Art materials: Paints, collage items for creating story settings |

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| ✓ Act out stories through small-world play, role play, and puppets, using an increasingly wide range of story vocabulary.<br>✓ Work cooperatively, with adult support, to make adaptations to known stories.<br>✓ Control a variety of small tools and resources to make models and props for storytelling.<br>✓ Explore creative expression by making music to accompany familiar stories, sometimes with adult support. | **Support Creative Expression**<br>Adults will provide tuned and untuned instruments, model adding sound effects, and encourage music-making to accompany stories so children can explore creativity through music and storytelling.<br><br>**Promote Fine Motor Skills**<br>Adults will offer small tools (scissors, glue, paintbrushes) and model safe use during prop-making activities. So children can develop control and independence while creating story-related resources. | Place in home corner and role-play areas for purposeful use.<br>**Seasonal & Cultural Stories**:<br>Chinese New Year, Easter, and spring-themed books in reading corners.<br><br>**Music & Performance**<br>**Mini Stage Area**:<br>Space for puppet shows and acting out stories.<br>**Props for Performance**:<br>Simple costumes and instruments for dramatizing stories. | Props for performance: Hats, scarves, glasses, bags for dressing up<br><br>**Music & Sound**<br>Tuned and untuned instruments: tambourines, shakers, bells<br>Sound effect resources: rain sticks, drums<br>Audio player or tablet for playing story soundtracks<br><br>**Cooperative Story Adaptation**<br>Large story maps for group planning<br>Whiteboards and pens for brainstorming ideas<br>Story dice or cards for random prompts (character, setting, problem |
| **By the end of Summer Term…**<br>Children are intrinsically motivated to tell stories and represent them in different ways. Children share their ideas and listen to others' ideas. They use an increasing range of words and phrases that they have been introduced to through books. They use a variety of media, such as small world play, role play, and props, to demonstrate their understanding of stories. Children can create a story map. They negotiate and plan with peers to create props needed for storytelling. They can identify the characters and negotiate with peers to take on a role.<br>Children show an awareness of bringing a story to life with their voices. They show confidence in their ability to adapt, tell and share stories.<br><br>**By the end of Summer Term…**<br>**Children will:**<br>✓ Be intrinsically motivated to tell stories and represent them in different ways.<br>✓ Share ideas and listen to others.<br>✓ Use an increasing range of vocabulary from books.<br>✓ Represent stories through small world play, role play, and props.<br>✓ Create story maps and negotiate roles with peers.<br>✓ Show confidence in adapting and performing stories with expressive voices. | **Create a Storytelling Culture**<br>Adults will read a wide range of books daily, model expressive storytelling, and repeat key phrases and vocabulary from stories. So children can absorb rich language, develop a love of stories, and begin to use story phrases independently.<br><br>**Model Story Language and Structure**<br>Adults will use phrases like "Once upon a time…" and sequencing words (first, next, then, finally), model retelling, and think aloud about story development. So children can retell familiar stories, understand story structure, and start adapting stories creatively. Expanded vocabulary from books, expressive phrases, dialogue words.<br><br>**Provide Varied Media for Story Representation**<br>Adults will set up small world play, role-play areas, and props, joining in to narrate and extend play. So children can represent stories through play, use props to act out events, and deepen comprehension.<br><br>**Support Story Map Creation**<br>Adults will scaffold sequencing with visual cards, ask open-ended questions, and help children create story maps. So children can plan and sequence stories, identify characters, and understand narrative flow.<br><br>**Encourage Collaboration**<br>Adults will support negotiation of roles, planning for props, and group storytelling using story stones. So children can work together, share ideas, and develop social and communication skills.<br><br>**Model Expressive Voices**<br>Adults will demonstrate tone and expression for different characters and praise children for using voice creatively. So children can bring stories to life, show confidence in performance, and enjoy dramatic play.<br><br>**Build Confidence in Adaptation**<br>Adults will invite children to change endings, add characters, and explore "what if" scenarios. So children can develop creativity, flexibility, and ownership of storytelling.<br><br>**Link to Writing**<br>Adults will provide a writing station with themed resources and encourage purposeful writing (tickets, cards, lists). So children can connect spoken stories to written forms and practice early writing skills. | **Storytelling & Role Play**<br>Storytelling Baskets/Boxes: Include puppets, masks, story spoons, story stones, and small-world resources with setting images.<br>Loose Parts for Story Settings: Natural materials, blocks, fabrics for creating imaginative scenes.<br>Dressing-Up Accessories: Hats, bags, glasses, scarves for character play.<br>Puppet Theatre & Puppet-Making Resources: Felt, sticks, glue, googly eyes for creating characters.<br><br>**Creative Story Representation**<br>Story Map Materials: Large paper rolls, markers, sequencing cards.<br>Children's Storybook Creation: Staples, treasury tags, hole punch, blank paper for making books of known or adapted stories.<br>Junk Modelling Materials: Cardboard, tubes, tape for making props or instruments linked to stories.<br><br>**Music & Sound**<br>Story Soundtracks: Audio clips to accompany storytelling sessions.<br>Instruments for Sound Effects: Drums, shakers, bells for adding drama to stories.<br><br>**Seasonal & Cultural Links**<br>Seasonal Story Collections: Books linked to festivals (Chinese New Year, Easter, etc.).<br>Artefacts for Cultural Storytelling: Lanterns, lucky envelopes, Easter eggs for themed role play.<br><br>**Writing for Purpose**<br>Writing Station Resources: Blank cards, themed word mats, envelopes for creating tickets, invitations, and story-related writing tasks. | **Storytelling & Role Play**<br>**Storytelling Baskets/Boxes**: Puppets, masks, story spoons, story stones, small-world figures, and setting images<br>**Loose Parts for Story Settings**: Natural materials, blocks, fabrics for imaginative scenes<br>**Dressing-Up Accessories**: Hats, bags, glasses, scarves for character play<br>**Puppet Theatre & Puppet-Making Resources**: Felt, sticks, glue, googly eyes, thread<br><br>**Creative Story Representation**<br>**Story Map Materials**: Large paper rolls, markers, sequencing cards<br>**Children's Storybook Creation**: Blank paper, staples, treasury tags, hole punch<br>**Junk Modelling Materials**: Cardboard, tubes, tape for props or instruments<br><br>**Music & Sound**<br>**Story Soundtracks**: Audio clips for storytelling sessions<br>**Instruments for Sound Effects**: Tuned and untuned percussion (drums, shakers, bells)<br><br>**Seasonal & Cultural Links**<br>**Seasonal Story Collections**: Books linked to festivals (Chinese New Year, Easter, etc.)<br>**Artefacts for Cultural Storytelling**: Lanterns, lucky envelopes, Easter eggs<br><br>**Writing for Purpose**<br>**Writing Station Resources**: Blank cards, themed word mats, envelopes for tickets, invitations, and lists<br><br>**Core Literacy Resources**<br>**Quality Texts**: Key stories and parallel texts for retelling and adaptation<br>**Poetry Basket**: Short rhymes and poems for recitation<br>**Social Stories**: For transition into Year 1 |

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| | **Extend Experiences Beyond the Classroom**<br>Adults will organise library visits, share stories with families, and invite parents to read at home. So children can see storytelling as part of everyday life and develop a love of reading beyond school.<br><br>**Enrich Literacy and Performance**<br>Adults will use poetry baskets, encourage recitation, and provide opportunities for performance in assembly. So children can build confidence, memory, and expressive language skills. | | |

| Know what makes a celebration special and work collaboratively with others to plan, create and take part in a celebration. | | | |
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| Milestones<br>*Children can….* | Implementation<br>*Adults will…. so that children can…* | Additional enhancements and interests | Resources |
| **By the end of Autumn Term…**<br>Children begin to recreate representations of imaginary and real-life events. They begin to understand who what where questions and respond appropriately. Children begin to use recently introduced vocabulary from books, stories and images speaking in sentences. Children participate in festivals and celebrations and can name them, Bonfire night, harvest, Christmas. Children can talk about the celebrations that they participate in at home. Children can sing happy birthday and Christmas action songs. They begin to notice and talk about some of the reasons we write to communicate e.g. name, notes, signs, labels, register, instructions. Exploring this further through play by creating cards and invitations for familiar and shared experiences such as birthdays, Christmas. Children actively engage in phonic lessons, they segment to spell and blend to read during these times, and during play show an increasing willingness to have a go at using some of the sounds they have learned to communicate meaning. Children show increasing control in their use of mark making materials including scissors, pencils, brushes.<br><br>**By the end of Autumn Term…**<br>**Children will:**<br>✓ Begin to recreate representations of imaginary and real-life events through role play and small-world play.<br>✓ Respond appropriately to simple *who*, *what*, and *where* questions and start to use these question forms in their own talk.<br>✓ Use recently introduced vocabulary from books, stories, and images, speaking in short sentences.<br>✓ Participate in festivals and celebrations and name some (e.g., Bonfire Night, Harvest, Christmas).<br>✓ Talk about celebrations they experience at home and join in singing familiar songs such as *Happy Birthday* and Christmas action songs.<br>✓ Begin to notice and talk about reasons for writing (e.g., names, notes, signs, labels, instructions) and explore this through play by creating cards and invitations for familiar events.<br>✓ Actively engage in phonics lessons, segmenting to spell and blending to read during these times, and show increasing willingness to use sounds they know in play to communicate meaning.<br>✓ Show increasing control in mark-making and tool use, including scissors, pencils, and brushes. | **Model Representations and Narration**<br>Adults will join in role play and small-world play, narrating actions: "I'm making a birthday cake. First, I'm mixing the flour and sugar." So children can hear sentence structures, sequencing language, and begin to recreate real-life and imaginary events confidently.<br><br>**Use Open-Ended Questions**<br>Adults will ask Who? What? Where? questions during play and model full-sentence responses. So children can respond appropriately and start using these question forms in their own talk.<br><br>**Introduce Celebrations with Artefacts**<br>Adults will create a celebration table with real objects (candles, cards, decorations) and talk about their purpose so children can explore artefacts hands-on, build cultural awareness, and use related vocabulary.<br><br>**Teach New Vocabulary in Context**<br>Adults will introduce words like Harvest, Advent, Christingle during activities and explain meanings while modeling sentences. So children can use recently introduced vocabulary in play and discussion.<br><br>**Model a Celebration**<br>Adults will host mini celebrations (Harvest table, birthday corner) with decorations, pretend food, and music so children can experience traditions, join in songs, and talk about events using taught language.<br><br>**Enhance Physical & Language Development**<br>Adults will demonstrate cooking actions in the mud kitchen: "I'm stirring the mixture. Now I'm pouring water into the bowl." So children can develop fine motor skills and learn cooking-related vocabulary.<br><br>**Facilitate Real-Life Experiences**<br>Adults will organise visits (e.g., church for Christmas or Harvest) and narrate what is happening. So children can connect experiences to vocabulary and ask questions about traditions.<br><br>**Recreate Festivals in Play**<br>Adults will provide costumes, props, and small-world sets for role play and model phrases like "Who is coming to the party?". So children can act out celebrations and use language to organise play.<br><br>**Embed Literacy** | **Representations & Language**<br>**Role Play Corners for Real-Life Events**<br>Birthday party area with hats, candles, cards, and badges.<br>Celebration table with artefacts for Harvest, Bonfire Night, Christmas, and other festivals.<br>Small-world play sets for family gatherings and community events.<br><br>**Modelled Language & Questioning**<br>Adults narrate actions during play: "I'm mixing the flour for the cake."<br>Use and model responses to **Who? What? Where?** questions in context.<br>**Books Everywhere**<br>Celebration-themed books in all areas (reading corner, role play, small world).<br>"Bump into books" baskets for spontaneous access.<br><br>**Cultural Awareness & Festivals**<br>**Celebration Artefacts**<br>Real objects: candles, cards, decorations, Christingle materials.<br>Seasonal sensory trays (cinnamon, cloves, pumpkin spice).<br>Pictorial instructions for making party hats or decorations.<br>**Mini Celebrations**<br>Host Harvest table, birthday corner, and Christmas party.<br>Include music, decorations, and pretend food.<br>**Community Links**<br>Church visit for Harvest or Christingle.<br>Invite families to share traditions and artefacts.<br><br>**Literacy & Writing**<br>**Purposeful Writing Opportunities**<br>Card-making station for birthdays and Christmas.<br>Invitations and signs for role play areas.<br>Labels for artefacts and instructions for making decorations.<br>**Phonics Integration**<br>Provide magnetic letters and phoneme cards in play areas.<br>Encourage segmenting and blending during writing tasks.<br><br>**Physical Development**<br>**Fine Motor Stations**<br>Scissors, pencils, brushes for cutting and decorating.<br>Mud kitchen with real utensils for stirring, pouring, and mixing.<br>Playdough with seasonal scents for sensory and motor skills.<br><br>**Music & Performance**<br>**Songs & Rhymes**<br>Daily practice of nursery rhymes and celebration songs (Happy Birthday, Christmas action songs).<br>Untuned instruments for adding sound effects to songs and stories. | **Role Play & Celebration Resources**<br>Birthday Box: candles, party hats, badges, pretend cake, plates, cups.<br>Celebration Artefacts: Harvest basket, Christingle materials (oranges, candles, ribbons), Advent calendar, Bonfire Night props (safe pretend sparklers), Christmas decorations.<br>Small-World Sets: family figures, tableware, miniature food items for party play.<br>Costumes & Dressing-Up Items: scarves, hats, aprons, festive accessories.<br><br>**Books & Literacy**<br>Celebration-Themed Books: Harvest, Bonfire Night, Christmas, birthdays, cultural festivals.<br>"Bump into Books" baskets for all areas.<br>Instruction Cards: pictorial step-by-step guides for making hats, decorations, cards.<br>Labels & Signs for role play areas.<br>Card-Making Station: blank cards, envelopes, stickers, stamps.<br><br>**Phonics & Writing**<br>Magnetic Letters & Phoneme Cards for segmenting and blending.<br>Mini Whiteboards & Pens for mark-making.<br>Word Mats with seasonal vocabulary (Harvest, Advent, party words).<br><br>**Fine Motor & Creative Play**<br>Mark-Making Tools: pencils, crayons, brushes, scissors.<br>Playdough with Seasonal Scents: cinnamon, cloves, pumpkin spice.<br>Mud Kitchen Equipment: bowls, spoons, jugs, real utensils for stirring and pouring.<br>**Music & Performance**<br>Song Cards: Happy Birthday, Christmas action songs.<br>Untuned Instruments: tambourines, shakers, bells for sound effects.<br>Audio Device: for playing celebration songs and rhymes.<br><br>**Sensory & Cultural Exploration**<br>Seasonal Sensory Trays: natural items (leaves, conkers, pinecones), spices.<br>Celebration Table: real artefacts for hands-on exploration.<br><br>**Community & Home Links**<br>QR Codes for celebration stories and songs. |

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| | Adults will set up writing opportunities for cards, invitations, and signs, modelling phonics and letter formation. So children can write for a purpose, segment and blend words, and improve letter formation.<br><br>**Celebrate Birthdays**<br>Adults will light a candle, sing birthday songs, and talk about traditions. So children can feel a sense of belonging and share their own experiences. | | Family Contribution Box: invite artefacts or photos from home celebrations. |
| **By the end of Spring Term…**<br>Children begin to share their experiences of different celebrations, using taught vocabulary related to events and special occasions. They ask and respond to simple "who," "what," and "where" questions to find out more about different traditions.<br>They begin to compare, starting to recognise similarities and differences between celebrations that they have been introduced to or taken part in.<br>Children can control a variety of small tools and resources to make decorations and food for a celebration. They use talk to organise themselves and their play and, with adult support, begin to use language to negotiate with peers when preparing for a celebration. Children increasingly choose to write for a purpose, including greetings cards, lists and simple notes. Children's letter formation continues to improve with many letters being formed correctly. They apply their growing phonic knowledge to segment and spell simple words.<br><br>**By the end of Spring Term…**<br>**Children will:**<br>✓ Begin to share their experiences of different celebrations using taught vocabulary related to events and special occasions.<br>✓ Ask and respond to simple *"who," "what," and "where"* questions to find out more about traditions.<br>✓ Start to compare celebrations, recognising similarities and differences between those they have experienced or learned about.<br>✓ Control a variety of small tools and resources to make decorations and food for a celebration.<br>✓ Use talk to organise themselves and their play, and with adult support, begin to use language to negotiate roles when preparing for a celebration.<br>✓ Choose to write for a purpose, including greetings cards, lists, and simple notes.<br>✓ Improve letter formation, with many letters formed correctly.<br>✓ Apply growing phonic knowledge to segment and spell simple words. | **Introduce and Reinforce Celebration Vocabulary**<br>Adults will model words like festival, tradition, lantern, egg, bunting during stories, songs, and activities, and use them in sentences. So children can confidently use taught vocabulary when sharing experiences of celebrations.<br><br>**Facilitate Real Experiences**<br>Adults will organise visits (e.g., church for Easter) and invite families to share cultural traditions, narrating what is happening and explaining artefacts. So children can ask and respond to who**, what, where questions and begin to understand how and why.**<br><br>**Provide Artefacts and Resources**<br>Adults will add themed artefacts (lanterns, lucky envelopes, Easter eggs) and books about celebrations to continuous provision. So children can compare similarities and differences between traditions through hands-on exploration.<br><br>**Model Language for Negotiation and Planning**<br>Adults will scaffold phrases like:"Let's decide who will make the cards and who will do the bunting." So children can use talk to organise play, negotiate roles, and work cooperatively.<br><br>**Support Creative Activities**<br>Adults will provide junk modelling materials, scissors, glue, and safe cooking tools, modelling correct use and narrating actions: "I'm cutting the paper to make a star."<br>So children can develop fine motor skills and independence while making decorations and food.<br><br>**Encourage Writing for Purpose**<br>Adults will set up a writing station with cards, envelopes, themed word mats, and model segmenting and blending during writing tasks. So children can write greetings cards, lists, and notes, applying phonics and improving letter formation.<br><br>**Celebrate and Display Work**<br>Adults will praise all attempts at writing and display children's creations prominently. So children can feel valued and motivated to write for real purposes.<br><br>**Prompt Questioning and Comparison**<br>Adults will use photos, artefacts, and open-ended questions: "Who was there?" "What did you do?" "How is this celebration different from Pancake Day?"<br>So children can develop curiosity, compare traditions, and use language to express ideas. | **Cultural & Seasonal Experiences**<br>**Celebration Corners**:<br>Artefacts for Chinese New Year (lucky envelopes, lanterns), Holi (colour powders), Easter (eggs, bonnets), Pancake Day (whisks, pans).<br>**Sensory Trays**:<br>Seasonal scents (cinnamon, nutmeg, cocoa), coloured rice for Holi, flour for Pancake Day.<br>**Food Tasting & Cooking**:<br>Ingredients for simple recipes (pancakes, Easter biscuits).<br>Child-friendly cooking tools (rolling pins, cutters, mixing bowls).<br><br>**Language & Questioning**<br>**Celebration Vocabulary Mats**: Words like festival, tradition, lantern, egg, parade, bunting.<br>**Question Prompt Cards**: "Who was there?" "What did you do?" "Where did it happen?"<br>**Comparison Charts**: Visual aids to show similarities/differences between celebrations.<br><br>**Creative & Fine Motor Activities**<br>**Decoration-Making Station**:<br>Paper chains, bunting, Easter bonnets, Mother's Day cards.<br>Junk modelling materials: cardboard, fabric scraps, glue, tape.<br>**Playdough with Seasonal Scents** for modelling foods and decorations.<br>**Painting & Collage Resources** for themed crafts.<br><br>**Role Play & Social Skills**<br>**Party Corner or Festival Shop**:<br>Props like ribbons, plates, cups, pretend food.<br>**Negotiation Language Cards**:<br>"Can I use that after you?" "Let's agree who does what."<br>**Team Games**:<br>Collaborative activities like making decorations together.<br><br>**Writing for Purpose**<br>**Writing Station**:<br>Blank cards, envelopes, themed word mats, lists.<br>**Examples of Greeting Cards** for inspiration.<br>**Mini Whiteboards & Magnetic Letters** for phonics practice.<br><br>**Books & Literacy Links**<br>**Celebration-Themed Books**:<br>Stories and non-fiction about Easter, Holi, Chinese New Year, Pancake Day.<br>**Poetry Basket**:<br>Seasonal rhymes and poems for daily recitation.<br><br>**Community & Cultural Links**<br>**Church Visit for Easter** or invite families to share traditions.<br>**Photo Displays** of children's celebrations at home to spark discussion. | **Artefacts for Celebrations**<br>Chinese New Year: Lucky envelopes, lanterns, dragon images<br>Holi: Safe colour powder alternatives, bowls<br>Easter: Eggs, bonnets, crosses, Easter Garden items<br>Pancake Day: Whisks, pans, mixing bowls<br><br>**Sensory Trays**<br>Coloured rice (Holi)<br>Flour (Pancake Day)<br>Seasonal scents: Cinnamon, nutmeg, cocoa powder<br>**Cooking Resources**<br>Ingredients for pancakes and Easter biscuits<br>Child-friendly tools: Rolling pins, cutters, mixing spoons<br><br>**Language & Questioning**<br>Celebration Vocabulary Mats: Words like festival, tradition, lantern, egg, parade, bunting<br>Question Prompt Cards: "Who was there?" "What did you do?" "Where did it happen?"<br>Comparison Charts: Visual aids for similarities/differences between celebrations<br><br>**Creative & Fine Motor Activities**<br>Decoration-Making Station: Paper chains, bunting, Easter bonnets, Mother's Day cards<br>Junk modelling materials: Cardboard, fabric scraps, glue, tape<br>Playdough with seasonal scents<br>Painting & collage resources for themed crafts<br><br>**Role Play & Social Skills**<br>Party Corner or Festival Shop: Props like ribbons, plates, cups, pretend food<br>Negotiation Language Cards: "Can I use that after you?" "Let's agree who does what."<br>Team games for collaborative decoration making<br><br>**Writing for Purpose**<br>Writing Station: Blank cards, envelopes, themed word mats, lists<br>Examples of greeting cards for inspiration<br>Mini whiteboards & magnetic letters for phonics practice<br><br>**Books & Literacy Links**<br>Celebration-themed books: Stories and non-fiction about Easter, Holi, Chinese New Year, Pancake Day<br>Poetry basket: Seasonal rhymes and poems |

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| | | | Videos: A Child's Eye View for Chinese New Year and Easter<br>Dragon dancing clips and celebration music<br><br>**Community & Cultural Links**<br>Church visit for Easter<br>Photo displays of children's celebrations at home<br>Invite families to share traditions and artefacts |
| **By the end of Summer Term…**<br>Children use an increasing range of words and phrases that have been introduced through books, stories and images throughout the year. They make links between celebrations, identifying similarities and differences e.g. decorations and fireworks can be applied to many celebrations. Children confidently share their ideas with others and listen to others' ideas – able to talk about what others have said. As part of collaboratively planned celebrations, children draw on their own experiences as well as those of their peers. They consider how to make others feel welcome and appreciated. Children negotiate and plan with their peers to create a celebration including food, drink, decorations. Children can cooperate well, resolving conflict using taught strategies. Children show increasing confidence in applying their phonic and writing skills to communicate meaning in a increasingly wide range of ways. They use resources to scaffold their writing e.g. phonic mats, writing frames. They apply their understanding of celebrations and shared experiences to make and write invitations. Their writing demonstrates correctly formed letters and phonically plausible spelling, including common features such as "To," "Come to," and "From."<br><br>**By the end of Summer Term…**<br>**Children will:**<br>✓ Use an increasing range of vocabulary from books and celebrations.<br>✓ Make links between celebrations, identifying similarities and differences.<br>✓ Share ideas confidently and listen to others.<br>✓ Plan and negotiate collaboratively for a celebration.<br>✓ Apply phonics and writing skills to invitations and lists.<br>✓ Cooperate well and resolve conflicts using taught strategies. | **Introduce and Reinforce Vocabulary**<br>Adults will teach words linked to celebrations (Eid, Father's Day) through stories, songs, and activities, model using them in sentences, and prompt recall: "Do you remember when we made cards for Mother's Day?" So children can use an increasing range of words and phrases introduced through books, stories, and images, and apply them in play and discussion.<br><br>**Provide Books and Artefacts**<br>Adults will ensure celebration-themed books are available in all areas, add artefacts (lanterns, candles, greeting cards) to role-play and small-world areas, and model descriptive language. So children can make links between celebrations, identify similarities and differences, and draw on their own and peers' experiences.<br><br>**Support Making Links Between Celebrations**<br>Adults will use visual comparison charts and discussion prompts: "What is the same about Eid and Christmas?" Model language for similarities and differences. So children can confidently share ideas, listen to others, and talk about what others have said.<br><br>**Facilitate Collaborative Planning**<br>Adults will guide small groups to plan an end-of-year party, scaffold negotiation and empathy: "How can we make everyone feel welcome?" So children can negotiate and plan with peers to create a celebration including food, drink, and decorations, and cooperate well using taught conflict-resolution strategies.<br><br>**Provide Practical Experiences**<br>Adults will offer resources for making cards, decorations, and party food, and facilitate cooking activities using EYFS-grown vegetables. So children can apply their understanding of celebrations in hands-on tasks and develop fine motor and practical life skills.<br><br>**Embed Writing for Purpose**<br>Adults will set up a writing station with invitations, lists, and word mats, model writing phrases like "To… Come to… From…", and support phonics. So children can apply phonic and writing skills to communicate meaning, use scaffolds like phonic mats, and produce invitations with plausible spelling and correctly formed letters.<br><br>**Teach Conflict Resolution**<br>Adults will model strategies: "Let's take turns", "We can use the timer to decide", and praise cooperation. So children can resolve conflicts independently and work collaboratively.<br><br>**Celebrate and Share** | **Role-Play Area**<br>Transform into a **Celebration Planning Zone** with:<br>Party hats, balloons, bunting.<br>Artefacts from different festivals (lanterns, candles, greeting cards).<br>Birthday box with candles and decorations.<br><br>Add **writing station** for invitations and lists with:<br>Phonic mats, word banks, writing frames.<br>Examples of real invitations and cards.<br><br>**Small World & Construction**<br>Include **mini celebration scenes** (tables, food, decorations).<br>Add **junk modelling materials** for making decorations and party props.<br><br>**Creative Area**<br>Provide **craft resources** for:<br>Making Father's Day cards.<br>Creating bunting, paper chains, and party hats.<br>Add **seasonal playdough scents** (lime, watermelon) for sensory engagement.<br><br>**Book Corner**<br>Stock **celebration-themed books** (Eid, birthdays, Christmas, Father's Day).<br>Include **photo books of past class celebrations** for discussion.<br>Use **"bump into books"** strategy—place books in all areas.<br><br>**Outdoor Area**<br>Set up **cooking station** for simple recipes (fruit skewers, punch).<br>Grow and harvest vegetables for party food.<br>Add **large-scale collaborative decoration making** (chalk bunting, mural). | **Books & Media**<br>Celebration-themed storybooks (Eid, Father's Day, birthdays)<br>Non-fiction books about festivals and traditions<br>A Child's Eye View to Christmas DVD<br>Photo books of past class celebrations and celebrations around the world<br><br>**Role-Play & Small World**<br>Birthday box (candles, party hats)<br>Party items (balloons, bunting, plates, cups)<br>Artefacts from different celebrations (lanterns, candles, greeting cards)<br>Mini furniture and props for party scenes<br><br>**Creative Area**<br>Junk modelling materials (cardboard, tubes, fabric scraps)<br>Craft supplies (glue, scissors, glitter, coloured paper)<br>Resources for making cards and decorations (templates, stencils)<br>Playdough with seasonal scents (lime, watermelon)<br><br>**Writing Station**<br>Phonic mats and word banks<br>Writing frames and invitation templates<br>Examples of real invitations and greeting cards<br>Pictorial sequenced instructions for crafts and recipes<br><br>**Outdoor & Practical**<br>Cooking equipment for simple recipes (fruit skewers, punch)<br>Baking and recipe books<br>EYFS-grown fruit and vegetables for tasting<br>Large-scale decoration materials (chalk, fabric for bunting)<br><br>**Music & Movement**<br>Celebration music from different cultures<br>Party game resources (timers, props for turn-taking) |

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| | Adults will display children's work, host the planned celebration, and capture the event in photos for a class book. So children can see their ideas come to life, feel valued, and reflect on shared experiences. | | |

| To create and take part in turn taking games with our peers and talk about the rules we need to follow. | | | |
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| Milestones<br>*Children can….* | Implementation<br>*Adults will…. so that children can…* | Additional enhancements and interests | Resources |
| **By the end of Autumn Term…**<br>Children show an interest in and partake in games of their choice. They understand that games have rules and can begin to identify rules in familiar games. Children begin to follow simple rules and instructions of new games with adult support to model and guide. Children begin to show an emerging awareness of others during small group activities by waiting for their turn with support. They develop skills in listening and attention by following instructions with visual cues and adult support.<br><br>**By the end of Autumn Term…**<br>**Children will:**<br>✓ Show interest in and choose games to play, engaging with familiar games confidently.<br>✓ Understand that games have rules and begin to identify rules in familiar games.<br>✓ Follow simple rules and instructions of new games with adult support and guidance.<br>✓ Show emerging awareness of others during small group activities by waiting for their turn with support.<br>✓ Develop listening and attention skills by following instructions with visual cues and adult modelling.<br>✓ Begin to use simple language to keep play going and respond to prompts during games. | **Support Choice and Interest**<br>Adults will provide a range of familiar games (lotto, matching, simple board games) and sit with the group, showing enthusiasm and commenting on choices:<br>"You picked the animal game. Let's see how we play it." So children can show interest in games, make choices, and engage confidently.<br><br>**Model Understanding of Rules**<br>Adults will explain and demonstrate rules using clear language and visual cues (e.g., picture cards showing steps): "First, roll the dice. Then move your counter." So children can begin to understand that games have rules and follow them with support.<br><br>**Scaffold Following Instructions**<br>Adults will give step-by-step guidance, repeat instructions, and use visual prompts or gestures: "Now it's your turn. Roll the dice." So children can develop listening and attention skills and follow simple instructions.<br><br>**Encourage Turn-Taking**<br>Adults will model waiting and verbalise it: "I'm waiting for my turn. Now it's yours." Use turn-taking objects (tokens or timers) to support understanding. So children can wait for their turn and show emerging awareness of others.<br><br>**Build Listening and Attention**<br>Adults will give short, clear instructions and check understanding: "Can you show me where to put your counter?" So children can listen carefully and respond appropriately to keep play going.<br><br>**Introduce New Games Gradually**<br>Adults will start with familiar games and play alongside children when introducing new ones, narrating steps and praising effort. So children can feel confident to try new games and learn rules through modelling.<br><br>**Reinforce Positive Social Skills**<br>Adults will praise waiting, listening, and sharing:<br>"You waited so patiently for your turn—well done!"<br>So children can develop fairness, cooperation, and confidence in group play. | **Understanding Rules & Playing Games**<br>**Visual Rule Cards**<br>Create simple picture cards showing steps for familiar games (e.g., "Roll dice → Move counter → Wait for turn").<br>Display these near game areas for easy reference.<br>**Choice Stations**<br>Offer a **game shelf** with familiar games (lotto, matching, dominoes, simple board games) and allow children to choose independently.<br>Include **photo labels** so children can return games correctly.<br>**Turn-Taking Tools**<br>Use **turn-taking tokens** or a **sand timer** so children know when it's their turn.<br>Introduce a **"waiting mat"** or chair for visual support during group games.<br><br>**Listening & Attention**<br>**Visual Instruction Prompts**<br>Step-by-step picture sequences for new games.<br>Use **gesture cards** (e.g., "Roll," "Pass," "Stop") to reinforce instructions.<br>**Social Stories**<br>Short illustrated stories about turn-taking, waiting, and teamwork.<br>Display in reading corner and use during circle time.<br><br>**Physical & Social Play**<br>**Adult-Led Movement Games**<br>Rolling a ball in a circle, passing objects ("Pass the Teddy"), musical instruments turn-taking.<br>Use **visual emotion prompts** during play to help children notice feelings.<br>**Snack & Circle Time Turn-Taking**<br>Incorporate structured routines for passing items and waiting for turns.<br><br>**Emotional Awareness**<br>**Feelings Cards**<br>Use laminated emotion faces during games to help children recognise and respond to others' feelings.<br>Model language: "You look happy waiting for your turn."<br><br>**Progressive Game Introduction**<br>Start with simple lotto or matching games.<br>Gradually introduce dice games and basic board games with adult support. | **Games & Choice Resources**<br>Familiar Games: Lotto, matching games, dominoes, simple board games (e.g., Snakes & Ladders, picture bingo).<br>Dice and Counters: Large, easy-to-handle dice and colourful counters.<br>Game Shelf with Photo Labels: For independent choice and tidy-up.<br>Parachute games for turn taking.<br><br>**Visual Supports**<br>Visual Rule Cards: Laminated picture cards showing game steps (e.g., "Roll dice → Move counter → Wait for turn").<br>Instruction Prompt Cards: Simple gesture cards (Roll, Pass, Stop).<br>Step-by-Step Sequencing Images: For new games and routines.<br><br>**Turn-Taking Tools**<br>Sand Timers: 30-second or 1-minute timers for waiting turns.<br>Turn-Taking Tokens: Physical markers to show whose turn it is.<br>Waiting Mat or Chair: Designated spot for visual support during group games.<br><br>**Social & Emotional Resources**<br>Feelings Cards: Laminated emotion faces for recognising and discussing feelings.<br>Social Story Books: Short illustrated stories about turn-taking, waiting, and teamwork.<br>Mirrors. Puppets to support discussions about feelings or acting out scenarios during circle time.<br>Calm space in both inside and outside classroom to support regulation during independent learning.<br><br>**Movement & Group Play**<br>Soft Balls: For rolling games in a circle.<br>Musical Instruments: For turn-taking in music games.<br>Pass-the-Object Props: Teddy or similar soft toy for passing games. Soft balls, beanbags, and parachute for group turn-taking games.<br><br>**Additional Support Materials**<br>Visual Cue Posters: "My Turn," "Your Turn," "Wait" signs.<br>Praise Stickers or Tokens: For reinforcing positive social skills.<br>Storage Solutions: Clear tubs with photo labels for games and props. |
| **By the end of Spring Term…** | **Introduce and Model Turn-Taking Games** | Turn-Taking & Fairness | Board Games |

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| Children will engage in turn taking games with peers. Children initiate a game with a partner or small group sometimes with adult support. They show a growing understanding of fairness. They can follow rules of a game and begin to use language to negotiate. Children use talk to organise their play and make shared decisions. They seek adult support if needed. Children listen to each other to keep play going. They begin to ask 'what' 'who' 'where' questions<br>Children begin to understand 'how' and 'why' questions. They use a wider range of vocabulary including time words to sequence first, next, then and imperative verbs. Children explore ways to adapt familiar games to generate a newer version.<br><br>**By the end of Spring Term…**<br>**Children will:**<br>✓ Engage in turn-taking games with peers, showing growing understanding of fairness.<br>✓ Initiate a game with a partner or small group, sometimes with adult support.<br>✓ Follow rules of a game and begin to use language to negotiate and make shared decisions.<br>✓ Use talk to organise play and seek adult support if needed.<br>✓ Listen to each other to keep play going and maintain cooperation.<br>✓ Begin to ask what, who, where questions and start to understand how and why questions.<br>✓ Use a wider range of vocabulary, including time words (first, next, then) and imperative verbs (roll, move, wait).<br>✓ Explore ways to adapt familiar games to create new versions, showing creativity and inclusion. | Adults will set up simple games (rolling a ball, matching pairs, board games) and model turn-taking using clear language: "It's my turn now, then it will be yours." So children can engage in turn-taking games with peers and begin to understand fairness.<br><br>**Support Initiating Games**<br>Adults will encourage children to invite peers: "Would you like to play with me?" and help set up games if needed. So children can confidently initiate games with partners or small groups.<br><br>**Teach Fairness and Rules**<br>Adults will explain and demonstrate rules, praising fair behaviour: "We all get one turn each. You waited so patiently, great sharing!" So children can follow rules and show a growing understanding of fairness.<br><br>**Scaffold Negotiation and Shared Decisions**<br>Adults will model phrases for organising play: "Let's decide who goes first." Support conflict resolution and provide a calm space with cushions, sensory items, and breathing prompts. So children can use language to negotiate, make shared decisions, and self-regulate when needed.<br><br>**Encourage Listening**<br>Adults will remind children to listen and use short, clear instructions with visual prompts: "Listen carefully so you know when it's your turn." So children can keep play going by listening to each other.<br><br>**Develop Questioning Skills**<br>Adults will model and encourage Who? What? Where? questions during play and introduce How? Why? questions in context: "Why do we need to wait?" So children can begin to ask and respond to a range of questions.<br><br>**Expand Vocabulary**<br>Adults will use time words and imperative verbs during games: "First roll the dice, next move your counter, then wait for your turn." So children can use sequencing language and imperative verbs confidently.<br><br>**Adapt Familiar Games**<br>Adults will invite children to change rules or add new ideas: "What could we do to make this game different?" So children can explore creativity while keeping play fair and inclusive. | Introduce **simple board games** (Snakes & Ladders, Matching Pairs, Tortoise 12).<br>Use **visual turn-taking aids** (cards, sand timers, "My Turn" tokens).<br>Display **visual rules posters**: "Wait your turn," "Listen carefully."<br><br>Language for Negotiation & Shared Decisions<br>Provide **prompt cards** with phrases like: "Can I go next?" "Let's decide together."<br>Model negotiation language during play and role-play scenarios.<br><br>Questioning & Vocabulary<br>Add **question cards** (Who? What? Where? How? Why?) to circle time and game areas.<br>Include **imperative verb cards** (roll, move, wait, share) for game instructions.<br>Use **sequencing cards** to practice time words (first, next, then).<br><br>Adaptation & Creativity<br>Offer **blank game boards** and dry-wipe markers for creating custom games.<br>Provide **loose parts** (buttons, shells, blocks) for inventing new rules.<br><br>Social & Emotional Support<br>Create a **calm corner** with: Cushions, soft toys. Sensory items (stress balls, textured fabrics) Breathing prompt cards ("Smell the flower, blow the candle") Mirrors and emotion charts for identifying feelings.<br><br>Cooperative Play Zones<br>Designate **small group mats** or play zones for collaborative games.<br>Encourage children to plan games together using **visual planning boards**. | Snakes & Ladders<br>Matching Pairs<br>Tortoise 12<br>Ten green bottles<br><br>Game Essentials<br>Dice and counters for sequencing and turn-taking<br>Blank game boards and dry-wipe markers<br><br>Visual Turn-Taking Aids<br>Turn-taking cards<br>Sand timers<br>"My Turn" tokens<br><br>Large Floor Games<br>Hopscotch mats<br>Beanbag toss<br>Skittles<br><br>Language & Prompt Resources<br>Prompt cards: negotiation phrases, question prompts, imperative verbs<br>Story sequencing cards for time words (first, next, then)<br><br>Creative Materials<br>Loose parts: buttons, shells, blocks for game invention<br>Visual rules posters for game areas<br><br>Calm Corner Resources<br>Cushions and soft toys<br>Sensory items: stress balls, textured fabrics<br>Breathing prompt cards<br>Mirrors and emotion charts |
| **By the end of Summer Term…**<br>Children will create and take part in a turn taking game with peers. They will show self-regulation, cooperation and respect for others' ideas. They will suggest, adapt and agree on rules for games and devise a scoring system. They will work cooperatively to solve problems or disagreements as they arise, sometimes with adult support. Children can explain the rules of the game to an adult or peer. They can teach others how to play the game and explain the rules. They show initiative in inviting others to join in and create games that reflect their interests and shared classroom experiences.<br><br>**By the end of Summer Term…** | **Create Opportunities for Game Design**<br>Adults will provide open-ended resources (dice, counters, hoops, cards) and prompt ideas: "What do you want your game to be about?" "How will players win?" So children can create and take part in a turn-taking game that reflects their interests and classroom experiences.<br><br>**Model Rule-Making and Fairness**<br>Adults will help children agree on rules and introduce fairness language:<br>"Same chance," "Take turns," "Wait patiently." So children can suggest, adapt, and agree on rules, and devise a scoring system. | Role-Play & Small World<br>Game Design Station: dice, counters, spinners, cards, hoops, beanbags.<br>Mini sports equipment: cones, soft balls, skipping ropes for outdoor games.<br>Scorekeeping tools: tally charts, number cards, clipboards, pencils.<br><br>Creative Area<br>Materials for making game boards: cardboard, markers, stickers.<br>Design templates for creating rules and scoring systems.<br>Art supplies for decorating games (paint, glitter, coloured paper).<br><br>Writing Station<br>Rule-writing frames and sentence starters: "First… Next… Then…"<br>Word banks for imperative verbs (roll, jump, move) and time words.<br>Phonic mats to support spelling when writing instructions. | Role-Play & Small World<br>Dice, counters, spinners<br>Playing cards, hoops, beanbags<br>Mini sports equipment (cones, soft balls, skipping ropes)<br>Scorekeeping tools (tally charts, number cards, clipboards, pencils)<br><br>Creative Area<br>Cardboard for game boards<br>Markers, stickers, coloured paper<br>Art supplies (paint, glitter, glue)<br>Templates for rule-making and scoring systems |

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| **Children will:**<br>✓ Create and take part in a turn-taking game with peers.<br>✓ Show self-regulation, cooperation, and respect for others' ideas.<br>✓ Suggest, adapt, and agree on rules and scoring systems.<br>✓ Resolve conflicts using taught strategies.<br>✓ Explain and teach rules confidently.<br>✓ Invite others to join and create inclusive games. | **Support Negotiation and Conflict Resolution**<br>Adults will model strategies when disagreements arise: "Let's listen to each other and find a solution." So children can work cooperatively to solve problems or disagreements, sometimes with adult support.<br><br>**Encourage Explanation and Teaching**<br>Adults will ask children to explain their game to peers or adults: "Can you tell me the rules?" So children can confidently explain and teach others how to play.<br><br>**Foster Initiative and Inclusion**<br>Adults will encourage invitations: "Who else would like to play?" So children can show initiative in inviting others and adapt games to include everyone.<br><br>**Develop Language Skills**<br>Adults will model and encourage use of: Time words: First, next, then, finally Imperative verbs: Roll, move, jump, swap So children can use precise language to explain and negotiate rules.<br><br>**Support Creativity**<br>Adults will invite children to adapt familiar games and provide materials for scoring systems (number cards, tally charts). So children can innovate and personalise games, making them meaningful and fun. | Outdoor Area<br>Space for large-scale games (relay races, obstacle courses).<br>Loose parts for creative game building: tyres, crates, planks.<br>Timers for turn-taking and fairness.<br><br>Maths & Problem-Solving<br>Number cards for scoring systems.<br>Dice and spinners for probability-based games.<br>Measuring tools for games involving distance or time.<br><br>Books & Media<br>Storybooks about games and teamwork.<br>Non-fiction books on traditional playground games.<br>Visual prompts for game ideas (photos, posters).<br><br>Conflict Resolution & Inclusion<br>Visual prompts for turn-taking and fairness language.<br>Emotion cards to support self-regulation during disagreements.<br><br>Construction & Loose Parts<br>Large blocks, crates, tyres for building obstacle courses or game zones.<br>Chalk for marking out game areas and creating hopscotch or scoring grids.<br>Ropes for making boundaries or team zones.<br><br>Technology & Media<br>Use tablets or cameras for children to record their game tutorials.<br>Interactive whiteboard for designing game rules visually.<br>Simple apps for creating digital scoreboards.<br><br>Share and shine to celebrate successful teamwork moments. | Writing Station<br>Rule-writing frames and sentence starters ("First… Next… Then…")<br>Word banks for imperative verbs (roll, jump, move) and time words<br>Phonic mats for spelling support<br><br>Outdoor Area<br>Space for large-scale games (relay races, obstacle courses)<br>Loose parts (tyres, crates, planks) for building game zones<br>Timers for turn-taking and fairness<br><br>Maths & Problem-Solving<br>Number cards for scoring<br>Dice and spinners for probability-based games<br>Measuring tools (tape measures, stopwatches)<br><br>Books & Media<br>Storybooks about games and teamwork<br>Non-fiction books on traditional playground games<br>Visual prompts for game ideas (photos, posters)<br><br>Conflict Resolution & Inclusion<br>Visual prompts for fairness and turn-taking<br>Emotion cards for self-regulation during disagreements<br><br>Construction & Loose Parts<br>Large blocks, crates, tyres for obstacle courses<br>Chalk for marking game areas and hopscotch grids<br>Ropes for boundaries or team zones<br><br>Technology & Media<br>Tablets or cameras for recording game tutorials<br>Interactive whiteboard for designing rules visually<br>Simple apps for digital scoreboards |

# To take responsibility for nurturing living things and talk about why it is important to care for the world around us.

| Milestones<br>*Children can….* | Implementation<br>*Adults will…. so that children can…* | Additional enhancements and interests | Resources |
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| **By the end of Autumn Term…**<br>Children begin to show interest and engage in the world around them, showing curiosity through observation and exploration. They begin to notice details such as changing weather, leaves falling, or insects moving. They begin to use recently introduced vocabulary in a range of contexts, inside and outside. Children engage in back-and-forth conversations with an adult or a peer. They begin to understand and follow simple instructions. Children begin to understand 'who', 'what', 'where' questions and respond appropriately, with support. With support, they begin to share their ideas and listen to those of their peers.<br>**By the end of Autumn Term…**<br>**Children will:**<br>✓ Begin to show curiosity about the natural world through observation and exploration.<br>✓ Notice and talk about simple environmental features such as weather changes, falling leaves, plant colours and insects moving.<br>✓ Use recently introduced vocabulary linked to nature in different contexts (e.g., leaf, soil, windy, autumn).<br>✓ Engage in back-and-forth conversations with adults and peers about what they observe outside.<br>✓ Follow simple instructions during outdoor exploration and gardening routines.<br>✓ Respond appropriately to simple *who*, *what*, and *where* questions with adult support.<br>✓ Begin to share their own ideas and listen to the ideas of others.<br>✓ Explore natural materials in play, developing early descriptive language and fine motor skills.<br>✓ Show early awareness of caring for the natural world through gentle handling and simple care routines<br><br>. | **Plan Nature-Rich Experiences**<br>Adults will take children outdoors daily for garden play, nature walks, and exploration, providing magnifying glasses, bug viewers, and baskets for collecting natural objects. So children can engage with the world around them, notice seasonal changes, and show curiosity about nature.<br><br>**Model Curiosity and Language**<br>Adults will narrate observations using descriptive words: "Look at this leaf—it's turning yellow because it's autumn." So children can learn new vocabulary, talk about what they see, and express wonder and excitement.<br><br>**Scaffold Observation Skills**<br>Adults will ask open-ended questions and use visual prompts like weather charts and seasonal pictures: "Why do you think the leaves are falling?" So children can think critically, respond to questions, and begin to ask their own.<br><br>**Show Wonder and Excitement**<br>Adults will celebrate discoveries and encourage emotional responses: "Wow! You found a worm. How does it feel when the wind blows?" So children can develop confidence in sharing observations and feelings.<br><br>**Teach Care and Respect for Nature**<br>Adults will model gentle handling of plants and insects and introduce simple rules: "We look, but we don't pick too many leaves."<br>So children can understand how to care for living things and show empathy toward nature.<br><br>**Link to Seasonal Changes**<br>Adults will create a seasonal display table with leaves, conkers, and pinecones, and read books about weather and seasons.<br>So children can connect real-life observations to stories and deepen understanding of the natural world.<br><br>**Extend Learning Through Play**<br>Adults will add natural materials to role play and small-world areas and model language in the mud kitchen: "I'm mixing soil and water—look how muddy it is!" So children can explore textures, develop fine motor skills, and use descriptive language in imaginative play. | **Outdoor & Nature Exploration**<br>**Daily Outdoor Access**: Garden, playground, or nature walks.<br>**Observation Tools**:<br>Magnifying glasses<br>Bug viewers<br>Clipboards with paper for drawing observations<br>Baskets or trays for collecting leaves, pinecones, conkers<br>**Weather Station**:<br>Simple thermometer<br>Rain gauge<br>Windsocks or ribbons for observing wind<br><br>**Seasonal & Sensory Experiences**<br>**Seasonal Display Table**:<br>Autumn leaves, conkers, pinecones, acorns<br>Pumpkins or gourds<br>**Sensory Trays**:<br>Soil, sand, water, natural textures<br>Seasonal scents (cinnamon, cloves)<br>**Nature Sorting Resources**:<br>Sorting trays<br>Labels for size, colour, texture<br><br>**Language & Discussion Supports**<br>**Weather Chart** with symbols<br>**Seasonal Picture Cards** for prompts<br>**Vocabulary Mats**: Words like shiny, rough, wet, dry, big, small<br>**Open-Ended Question Cards**: "What do you notice?" "Why do you think…?"<br><br>**Books & Literacy Links**<br>**Books about Seasons & Weather**:<br>Autumn changes<br>Animals in autumn/hibernation<br>**Nature-Themed Storybooks** for circle time<br>**Fact Cards** about insects, leaves, and trees<br><br>**Role Play & Creative Play**<br>**Mud Kitchen**:<br>Real utensils for mixing soil and water<br>Natural loose parts (sticks, leaves)<br>**Small World Play**:<br>Farm animals, woodland creatures<br>Logs, stones, and natural materials<br><br>**Care & Respect for Nature**<br>**Gentle Handling Tools**:<br>Bug pots with air holes<br>Plant watering cans<br>**Visual Prompts**:<br>"Look, don't pick too many"<br>"Handle gently" signs | **Outdoor & Nature Exploration**<br>Magnifying glasses<br>Bug viewers / mini habitat boxes<br>Clipboards with paper and pencils for drawing observations<br>Collection baskets or trays for leaves, pinecones, conkers<br>Weather station tools:<br>Simple thermometer<br>Rain gauge<br>Wind spinner or ribbons for observing wind<br><br>**Seasonal & Sensory Experiences**<br>Real natural items: leaves, conkers, pinecones, acorns, seasonal flowers<br>Display trays or baskets for seasonal collections<br>Pumpkins or gourds for autumn display<br>Sensory trays with soil, sand, water, and natural textures<br>Seasonal scents: cinnamon, cloves<br>Sorting trays and labels for size, colour, texture<br><br>**Language & Discussion Supports**<br>Weather chart with symbols<br>Seasonal picture cards for prompts<br>Vocabulary cards: shiny, rough, wet, dry, big, small, windy, frosty<br>Open-ended question cards: "What do you notice?" "Why do you think…?"<br><br>**Books & Literacy Links**<br>Seasonal books:<br>Stories and non-fiction about autumn, weather, and caring for nature<br>Fact cards about insects, leaves, and trees<br><br>**Role Play & Creative Play**<br>Mud kitchen equipment: bowls, spoons, jugs<br>Loose parts: logs, bark, pebbles, shells<br>Natural fabrics for role play<br>Natural materials for printing and collage: leaves, twigs, seeds<br>Paints and glue for creative projects<br><br>**Care & Respect for Nature**<br>Bug pots with air holes<br>Child-friendly watering cans and spray bottles<br>Plant care station: seeds (fast-growing like cress or beans), soil, compost bin<br>Mini herb garden or potted plants<br>Visual prompts: "Handle gently," "Look, don't pick too many" signs<br><br>**Sustainability & Extended Learning**<br>Compost bin or recycling area for discussions about caring for the planet |

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| | | | Bug hotel materials: wooden box/frame, bamboo sticks, pinecones, straw, bark |
| **By the end of Spring Term…**<br>Children use recently introduced vocabulary in a range of contexts, inside and outside. They talk about and ask questions about different plants, animals, insects and environments. They show a growing understanding of the world around them and begin to use and ask 'who', 'what', and 'where' questions. Children begin to understand 'how' and 'why' questions, sometimes with support. They use talk to organise themselves and their play. Children begin to talk about changes they have observed over time, such as the life cycle of a frog. They show proficient and confident control of a variety of small tools and resources<br><br>**By the end of Spring Term…**<br>**Children will:**<br>✓ Use recently introduced vocabulary confidently when talking about plants, animals, insects and different environments.<br>✓ Talk about what they observe outside and ask simple who, what, and where questions, beginning to use how and why questions with support.<br>✓ Show a growing understanding of the natural world and begin to make connections between what they notice and what they already know.<br>✓ Use talk to organise themselves and their play during gardening and nature-based activities (e.g., "You get the water and I will dig the soil").<br>✓ Begin to discuss and describe changes they have observed over time, such as the stages in a frog's life cycle or how plants grow.<br>✓ Handle a variety of small tools and resources with proficiency and increasing confidence (e.g., trowels, watering cans, magnifying tools).<br>✓ Work with others, sharing space, tools, and ideas while exploring outdoor environments.<br>✓ Begin to show responsibility by remembering care routines (watering, tidying, checking on plants). | **Model Care and Responsibility**<br>Adults will demonstrate gentle handling of plants and animals, narrating actions: "I'm watering the plant so it can grow strong."<br>So children can understand how their actions help or harm living things and begin to take responsibility for care routines.<br><br>**Provide Real Experiences**<br>Adults will set up opportunities for children to feed class pets, water plants, and observe seasonal changes.<br>So children can make connections between care routines and growth or wellbeing, showing empathy and reminding others about tasks.<br><br>**Introduce and Reinforce Vocabulary**<br>Adults will use and model words like stem, root, soil, habitat, care, grow during activities and conversations. So children can use recently introduced vocabulary confidently when talking about plants, animals, and environments.<br><br>**Scaffold Questioning and Thinking**<br><br>Adults will ask and model who, what, where, how, why questions during observations: "Why do you think the leaves are drooping?"<br>So children can respond and begin to ask their own questions, developing curiosity and understanding.<br><br>**Encourage Talk for Organising Play**<br>Adults will support children to plan care tasks together: "Who will water the plants today? What do we need first?"<br>So children can use language to negotiate, organise roles, and make shared decisions.<br><br>**Celebrate Observations and Changes**<br>Adults will draw attention to changes over time: "Look, the seed has sprouted! What do you notice?" So children can confidently discuss changes and show wonder and excitement.<br><br>**Provide Tools and Model Safe Use**<br>Adults will teach safe handling of small tools (watering cans, trowels, scissors for cutting herbs) and narrate steps.<br>So children can develop independence and control of tools while caring for living things.<br><br>**Create Calm and Reflective Spaces**<br>Adults will provide quiet observation areas with magnifying glasses, bug viewers, and nature journals.<br>So children can engage deeply, record observations, and reflect on what they see. | **Literacy & Communication**<br>Storytelling Stations: Add story baskets with puppets, masks, and props for retelling and adapting stories.<br>Book Nooks: Cozy reading corners with cushions, fairy lights, and themed books.<br>Mark-Making Everywhere: Clipboards in outdoor areas, chalkboards on fences, and water brushes for large-scale writing.<br><br>**Mathematics**<br>Loose Parts for Counting: Shells, pebbles, pinecones for sorting and pattern-making.<br>Outdoor Maths Trails: Number hunts, shape spotting, and measuring activities.<br>Role-Play Maths: Shop corners with real coins, scales, and price tags.<br><br>**Physical Development**<br>Fine Motor Stations: Threading beads, peg boards, tweezers with pom-poms.<br>Gross Motor Enhancements: Balance beams, stepping stones, and obstacle courses.<br>Construction Zones: Large blocks, crates, and tubes for collaborative building.<br><br>**Expressive Arts & Design**<br>Music Corners: Percussion instruments, sound-making objects, and rhythm cards.<br>Art Provocations: Seasonal loose parts for collage, natural paints, and clay.<br>Role Play Extensions: Themed areas (vet clinic, café, post office) with real-life artefacts.<br><br>**Understanding the World**<br>Nature Investigation Table: Magnifying glasses, bug viewers, seasonal collections.<br>Gardening Stations: Child-sized tools, seeds, and watering cans.<br>Cultural Artefacts: Objects from different celebrations and traditions.<br><br>**Personal, Social & Emotional Development**<br>Calm Corners: Cushions, sensory bottles, breathing cards, and emotion charts.<br>Feelings Check-In Boards: Visual prompts for self-regulation.<br>Cooperative Play Zones: Mats for group games and collaborative projects. | Caring for Living Things<br>Gardening Tools: Child-sized watering cans, trowels, forks, and plant pots<br>Seeds & Plants: Sunflowers, herbs, seasonal flowers<br>Observation Tools: Magnifying glasses, bug viewers, nature journals<br>Care Resources: Spray bottles, soil, compost, feeding charts<br>Visual Aids: Plant life cycle posters, care routine cards<br><br>**Language & Questioning**<br>Vocabulary Mats: Words like stem, root, soil, habitat, grow<br>Question Prompt Cards: Who? What? Where? How? Why?<br>Sequencing Cards: For care routines and plant growth stages<br><br>**Creative & Fine Motor**<br>Prop-Making Materials: Junk modelling items, scissors, glue, tape<br>Art Resources: Natural paints, clay, collage materials for nature art<br>Music & Movement: Instruments for nature-inspired storytelling<br><br>**Calm & Reflective Spaces**<br>Observation Area: Cushions, nature baskets, magnifying glasses<br>Sensory Items: Stress balls, textured fabrics<br>Emotion Charts & Breathing Cards: For self-regulation during group tasks<br><br>**Literacy & Communication**<br>Storytelling Stations: Story baskets with puppets and props<br>Book Nooks: Cozy reading corners with themed books<br>Mark-Making Tools: Clipboards, chalkboards, water brushes<br><br>**Mathematics**<br>Loose Parts for Counting: Shells, pebbles, pinecones<br>Outdoor Maths Trails: Number hunts, measuring activities<br>Role-Play Maths: Shop corners with coins and scales<br>Sequencing events First, then, last, before, after<br><br>**Physical Development**<br>Fine Motor Stations: Threading beads, peg boards, tweezers<br>Gross Motor Enhancements: Balance beams, obstacle courses<br>Construction Zones: Large blocks and crates for collaborative building<br><br>**Expressive Arts & Design** |

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| | | | Music Corners: Percussion instruments and rhythm cards<br>Art Provocations: Seasonal loose parts for collage<br>Role Play Extensions: Vet clinic, café, post office with real artefacts<br><br>**Understanding the World**<br>Nature Investigation Table: Magnifying glasses, bug viewers, seasonal collections<br>Gardening Stations: Seeds, watering cans, observation charts<br>Cultural Artefacts: Objects from different celebrations and traditions<br><br>**Personal, Social & Emotional Development**<br>Calm Corners: Cushions, sensory bottles, breathing cards<br>Feelings Check-In Boards: Visual prompts for self-regulation<br>Cooperative Play Zones: Mats for group games and collaborative projects |
| **By the end of Summer Term…**<br>Children use an increasing range of words and phrases they have been introduced to through books and activities, including vocabulary not heard in everyday speech. They confidently share their ideas and listen to the ideas of their peers. Children use the knowledge and skills gained from gardening to plant and grow their own sunflower and broad beans. Children confidently talk about changes to plants they have observed over time. They begin to respond to 'how' and 'why' questions with support and begin to ask their own 'how' and 'why' questions. Children use a variety of tools accurately and independently.<br><br>**By the end of Summer Term…**<br>**Children will:**<br>✓ Use an increasing range of vocabulary related to plants, growth, tools, and the natural world, including words introduced through books and adult modelling.<br>✓ Confidently share their ideas and listen to the ideas of their peers during gardening and exploration activities.<br>✓ Apply skills learned earlier in the year to plant and grow their own sunflower and broad beans, following simple care routines with increasing independence.<br>✓ Talk confidently about changes they observe in plants over time, using language linked to growth, parts of a plant, and life cycles.<br>✓ Begin to respond to *how* and *why* questions with support and start asking their own *how* and *why* questions about what they notice (e.g., "Why is the stem taller?" "How did the leaves change?").<br>✓ Use a variety of gardening tools (e.g., | **Model Care and Responsibility**<br>Adults will demonstrate gentle handling of plants and animals, narrating actions: "I'm giving the plant water because it needs it to grow." So children can confidently take ownership of caring for living things and understand why this is important.<br><br>**Teach About Needs and Impact**<br>Adults will use books, images, and real-life examples to explain what plants and animals need and how human actions affect nature.<br>So children can make connections between care routines and the natural world, reflecting on their role as caretakers.<br><br>**Provide Hands-On Gardening Experiences**<br>Adults will set up gardening stations with child-friendly tools and model safe, accurate use. So children can plant and grow their own sunflower, observe changes over time, and talk about what they notice.<br><br>**Encourage Questioning and Discussion**<br>Adults will ask open-ended questions:<br>"Why do you think the leaves are turning yellow?"<br>"How can we help the plant stay healthy?"<br>So children can respond and begin asking 'how' and 'why' questions, sharing ideas confidently and listening to peers.<br><br>**Introduce and Reinforce Vocabulary**<br>Adults will teach words like roots, stem, soil, water, sunlight through books and activities, and model their use in context. So children can apply this vocabulary meaningfully when talking about care tasks and observations.<br><br>**Promote Initiative and Teamwork**<br>Adults will encourage children to take turns watering plants, feeding animals, and tidying the garden, praising teamwork:<br>"You worked together to plant the seeds—great job!" So children can show pride in helping their environment and develop a sense of responsibility.<br><br>**Extend Learning Beyond the Classroom**<br>Adults will share photos of growth stages, involve families in care routines, and link to wider environmental themes (e.g., recycling, | **Gardening & Outdoor Resources**<br>Child-friendly gardening tools (trowels, forks, watering cans)<br>Plant pots, trays, compost, soil<br>Seeds (sunflowers, herbs, vegetables)<br>Labels and markers for plant names<br>Gardening gloves for children<br>Watering stations or buckets<br>Magnifying glasses for observing plants and insects<br><br>**Living Things & Nature**<br>Small class pets or insects (e.g., caterpillars, stick insects) with care guides<br>Bird feeders and seeds<br>Bug hotels or mini habitats<br>Nature baskets (leaves, pinecones, stones)<br>Observation jars for insects<br><br>**Creative & Sensory**<br>Art materials for nature journals (paper, crayons, paints)<br>Natural loose parts for craft (twigs, petals, seeds)<br>Playdough with natural scents (lavender, mint)<br><br>**Writing & Literacy**<br>Vocabulary cards (roots, stem, soil, sunlight, water)<br>Question prompts for display ("Why do plants need sunlight?")<br>Writing frames for recording observations<br>Books about plants, animals, and environmental care<br>Non-fiction texts on life cycles and habitats<br><br>**Maths & Science**<br><br>Measuring tools (rulers for plant growth, tape measures)<br>Charts for recording growth over time<br>Thermometers for checking temperature<br>Water timers for irrigation routines<br><br>**Technology & Media**<br>Tablets or cameras for documenting plant growth stages<br>Interactive whiteboard for showing life cycle diagrams<br>Videos on gardening and caring for animals<br><br>**Environmental Responsibility** | **Gardening & Outdoor Resources**<br>Child-friendly gardening tools (trowels, forks, watering cans)<br>Plant pots, trays, compost, soil<br>Seeds (sunflowers, herbs, vegetables)<br>Labels and markers for plant names<br>Gardening gloves for children<br>Watering stations or buckets<br>Magnifying glasses for observing plants and insects<br><br>**Living Things & Nature**<br>Small class pets or insects (e.g., caterpillars, stick insects) with care guides<br>Bird feeders and seeds<br>Bug hotels or mini habitats<br>Nature baskets (leaves, pinecones, stones)<br>Observation jars for insects<br><br>**Creative & Sensory**<br>Art materials for nature journals (paper, crayons, paints)<br>Natural loose parts for craft (twigs, petals, seeds)<br>Playdough with natural scents (lavender, mint)<br><br>**Writing & Literacy**<br>Vocabulary cards (roots, stem, soil, sunlight, water)<br>Question prompts for display ("Why do plants need sunlight?")<br>Writing frames for recording observations<br>Books about plants, animals, and environmental care<br>Non-fiction texts on life cycles and habitats<br><br>**Maths & Science**<br>Measuring tools (rulers for plant growth, tape measures)<br>Charts for recording growth over time<br>Thermometers for checking temperature<br>Water timers for irrigation routines |

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| trowels, forks, watering cans, spades) accurately and independently, demonstrating safe and confident control.<br>✓ Show pride and ownership in caring for the garden and living things, recognising the impact of their actions.<br>✓ Work collaboratively with others when planting, watering, or observing changes outdoors. | saving water). So children can see the importance of caring for living things in everyday life. | Recycling bins for classroom waste<br>Posters about saving water and caring for nature<br>Compost bin for food scraps<br>Eco-friendly cleaning materials for care routines | **Technology & Media**<br>Tablets or cameras for documenting plant growth stages<br>Interactive whiteboard for showing life cycle diagrams<br>Videos on gardening and caring for animals<br><br>**Environmental Responsibility**<br>Recycling bins for classroom waste<br>Posters about saving water and caring for nature<br>Compost bin for food scraps<br>Eco-friendly cleaning materials for care routines |

# Autumn term - Teach children to …

## Oracy focus

***Attention, listening and understanding***

Understand they need to look at who is talking to them

Understand they need to think about what the person is saying

Listen to and understand instructions about what they're doing, whilst busy with another task

***Vocabulary***

Link new words to those already known e.g. big – enormous, large, huge, giant

Understand a range of words to describe the idea of shape e.g. square, triangle and circle, sides, corners

Understand a range of words to describe the idea of size e.g. big, little, tiny

Understand a range of words to describe the idea of mass e.g. heavier, lighter

***Speech sounds***

Produce speech that is clear and easy to understand, though may still have some immaturities

Break words up into syllables, e.g. "Fri..day" – 2 syllables, "Sat…ur..day" – 3 syllables

Recognise words that rhyme or sound similar, e.g. "Cat and hat – they rhyme", "Bananas and pyjamas – they sound similar"

Work out what sound comes at the beginning of a word, e.g. "Sit begins with 's'. Sun, silly, Sam and sausage all begin with 's'."

***Sentence building and grammar***

Talk in sentences of up to 4 -6 words (present and past tense) for example
- Present tense: "I am playing outside." (4 words)
- Past tense**:** "I played with my friend." (5 words)

Use some irregular past tense words, e.g. "I drank all my milk", "She took my teddy", "I ran to school this morning."

Break the flow of speech into words for example
- Clapping each word (e.g. "I like cats" = 3 claps)
- Talking slowly so they hear the gaps
- Using objects (one per word)

***Conversations and social interaction***

Start conversations with other people and join in with group conversations

Join in and organise role play with friends

## C&L

Follow simple instructions e.g. put on your coat, sit on the carpet

Follow a direction e.g. forwards, backwards, up, down

Talk about their feelings using words like happy, sad, angry, worried, frightened, calm

Use language of negotiation e.g. *expressing need and feelings: "I am using this right now.", "I want the [object] because I am [action]". language for turn-taking & sharing: "Can I have a turn when you've finished?" ."How many more minutes until my turn?" language for "win-win" problem solving: "How about we build the tower together?" "You can be the [Role A] and I will be the [Role B]."*
Create rules during role play

Explore and repeat new vocabulary in different contexts

Answer who, what, where questions appropriately for example Who was in the story? Child: "The little pig." What did he do? Child: "He built a house." Where did he live? Child: "In a house."

Start a conversation with a friend or adult e.g. "Can I play with you?"

Keep talk going to create a back-and-forth conversation

Use talk to organise themselves and their play: "Let's go on a bus... You sit there... I'll be the driver." "This box is my castle."

Talk in sentences of up to 4 words (present and past tense) Aut 1

Talk in sentences of up to 6 words (present and past tense) Aut 2

Keep pretend play going e.g. During role play in the home corner, Lily says: "I'm the mummy, you're the baby. You need to go to sleep now." When her friend lies down, Lily continues: "Shh, I'll make dinner while you sleep."

Share ideas with others e.g. "Let's build a big tower together. You can put the big blocks here."

Use new words in sentences

Describe an event or object using a picture prompt

Use past tense to talk about events in their life

Use 'and' and 'because' in speech

Use the personal pronoun 'I' when talking about themselves

Use 'went' as the past tense of 'go' in speech

Sing a large repertoire of songs, rhymes, poems: chop chop, leaves are falling, a cup of tea, basket of apples, breezy weather

Understand the vocab same/different to make comparisons

Know the difference between a statement and a question

## PSED

Have a go and try new things e.g. climb on the play trail, taste a new snack.

Focus attention on a task or activity

Persevere with a tricky task – link vocab: persevere, independent, proud

Play with one or more other children, extending and elaborating play ideas.

Share resources and toys with another child

Take turns in play, games and tasks

Identify who can help if they are sad, worried or upset,

Ask for help using phrase: 'can you help me?'

Find solutions to conflict with adult support e.g. timers, acting out scenarios, puppets, modelled dialogue "I don't like it when…Can I have a go after you?

Use strategies taught to control their immediate impulses and regulate feelings e.g. deep breathing, bubble blowing, calm corner, sensory toys, 5 4 3 2 1 senses technique

Use specific words to talk about feelings: happy, angry, sad, frightened, calm, worried

Know why rules are important

Say 'stop I don't like it' as a strategy for resolving conflicts

Choose and use resources and activities (with help when needed)

Consider the perspective of others e.g. when sharing resources, when someone is hurt/upset

Manage personal hygiene by washing hands after using the toilet, coughing or sneezing (S)

## PD

Know that when writing at a table, to sit on a chair with both feet flat on the floor

Know, when writing at a table, to sit on a chair with their back against the back of the chair "Sit back to back, tummy to the table, feet flat on the floor"

Know, when writing at a table, to sit on a chair with hips directly under shoulders

Know, when writing at a table, to have their elbow and forearm on the table.
Use a comfortable grip with good control when holding pens and pencils
Use one dominant hand for writing

Safely use one-handed tools and equipment. For example, making snips in paper with scissors, using playdough tools.

Hold scissors in one hand, paper in the other, and cut along a line (straight and curved)

Grip a pencil/paintbrush between two fingers and thumb (tripod grip.)

Write individual letters

Write clearly identifiable letters a-z e.g. Is it a long, tall, short letter? Correct formation, where to start a letter, teach the patter such as 'start at the top, go down, half way up, round and flick' - b

Collaborate with others to handle large items e.g. moving a long plank, stacking crates, moving tyres, lift off the sandpit cover.

Find a space, negotiate space to avoid obstacles (to look where they're going; and change direction)

Use a range of movements to travel (hop jump, slide)

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Refine their fundamental movement skills, including rolling, crawling, walking, jumping, running, hopping, skipping, climbing e.g. making movements big and small

Roll, push, bounce a large ball with control

## Literacy

Listen to a short story, sustaining focus

Join in with familiar stories, songs and rhymes e.g. singing some of the words, joining in with actions, saying some repeated phrases, copying a modelled character voice

Sequence events e.g. story cards first, next, last.

Retell simple stories using pictures or props.

Repeat familiar story language e.g. Once upon a time, happily ever after

Talk about stories, characters and events using new vocabulary

Talk about a favourite book

Hold a book and turn the pages

Find the title of the book

## Maths

Join in with number rhymes and counting activities such as 1 2 3 4 5 Once I caught a fish alive. One tomato. Hickety Pickety. One big Hippo

Show 'finger numbers' up to 5

Solve real world mathematical problems with numbers up to 5. e.g. through playing simple games, matching the number of chairs to the number of children. How many snacks needed for a table group.

Count objects, actions and sounds matching one number name to each item. (up to 5) 1:1 correspondence

Find different ways to make 3, 4 and 5 using 5 frames and objects that are the same and say what they see and how they see it e.g..5 made up of 1, 2, 2

Subitise amounts to 5 in different arrangements

Compare amounts using language: 'more than', 'fewer than', the same.

## UW

Engage in the world around them (S) During a nature walk, Ava points to a snail and says: "Look! It's moving slowly. It has a shell."

Name and describe different people around them that have different jobs e.g. bus driver, midday supervisor, librarian, doctor

Talk about things they see, feel and hear e.g. big, small, wet, dry, loud, quiet) (S)

Identify key signs of what happens in Autumn e.g. Autumn starts warm then gets colder. The leaves change colour and fall from the trees. (S)

Recognise and name some common woodland animals e.g. hedgehog, badger, owl, squirrel, fox (S)

Know basic hygiene, e.g. wash hands vocab: healthy, clean, dirty, germs (S)

Name head, hands, arms, legs, face, ears, eyes, hair, mouth, nose and know that each part of the body has an important job e.g. 5 senses (S)

## EAD

Make use of props and materials when role-playing characters in narratives and stories e.g. build a bridge for the billy goats, make a house for the three little pigs (DT-Do)

Make representations of imaginary and real-life ideas, events and objects e.g. self portrait, building their home from construction, role-play home life

Use different methods and tools to join materials: flange, split pins, glue and tape (DT-Do)

Talk about their creations e.g. why they chose colours/materials, how they joined materials "I used blue because it's my favourite colour. I stuck the paper with glue and used tape because it was falling off." (DT-Review)

Create new colours through mixing (A-Paint)

# SSM EYFS Aspirations Curriculum 2026

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| Say what is happening in a picture / photograph<br><br>Recognise their own name and sometimes other familiar words.<br><br>Develop their phonological awareness, so that they can:<br>-spot and suggest rhymes<br>-count or clap syllables in a word<br><br>Recognise words with the same initial sound, such as money and mother<br><br>Know vocabulary: sound letter word<br><br>Link sounds to letters - a-z<br><br>Orally blend<br><br>Orally segment the sounds heard in words<br><br>Identify the number of sounds in a word<br><br>Read individual letters by saying the sounds for them. (a-z)<br><br>Read left to right and follow the text with their finger.<br><br>Use phonic knowledge to decode regular words and read them aloud accurately e.g. cvc cat, pig, mum<br><br>Read tricky words: I no go to the into put be me he she we was love<br><br>Write their own name<br><br>Represent initial sound using taught phonics<br><br>Spell words by identifying sounds in them and representing the sounds with a letter or letters<br><br>Write cvc words<br><br>Write the sounds in CVC words in the correct order<br><br>Use clearly identifiable letters to write a word that can be read by others<br><br>Write words that can be read by others, in meaningful contexts –<br><br>Write labels and phrases - Label pictures (writing words cvc with known GPCs a-z that can be read by others) e.g. cat, rat, hen, big pig<br><br>Break the flow of speech into words<br><br>use finger spaces between 2 words e.g. fat cat, wet dog, hot pan, sad man<br><br>identify the part of tricky words that is tricky to spell.<br><br>Spell the tricky words: I no go to the into put<br><br>Vocabulary: sound letter word | Understand the 'one more than/one less than' relationship between consecutive numbers to 5. Use language and sentence stems such as "First there were [X] counters, then I added one more, now there are [Y] counters.""One more than [X] is [Y].""[Y] is one more than [X]."" If I have [X] blocks and build one more, I have [Y] blocks." "First there were [X] ducks, then one flew away, now there are [Y] ducks.""One less than [X] is [Y].""[Y] is one less than [X]."" If I have [X] cakes and eat one, I have [Y] cakes left."<br><br>Recite numbers in sequence to 10 (stable order)<br><br>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)<br><br>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5<br><br>Understand position through words alone e.g. "The bag is under/on/in/next to the table," – with no pointing.<br><br>Compare size e.g. small, big, medium, large<br><br>Compare mass e.g. heavier than, lighter than, balanced, the same mass<br><br>Compare capacity volume e.g. full, empty<br><br>Talk about and explore 2D shapes - circle, square, triangle, rectangle (rhombus, trapezium, oval, hexagon) using informal language e.g. round, pointy, flat, curve, straight, sides, corners.<br><br>Copy and continue simple patterns with a variety of objects such as ABAB, AABB<br><br>Recognise a repeating pattern such as sound, colour, size, object e.g. AB red/blue loud/quiet big/small<br><br>Notice and correct an error in a simple repeating pattern ABABAB**B**ABAB | Identify different features outdoors e.g. *cold, damp, shady, warm* areas.<br><br>Understand environments might vary from one another. e.g. beach and forest (G)<br><br>Name celebrations they join in with e.g. Harvest Festival, Bonfire Night, Christmas (RE)<br><br>Talk about members of their immediate family and community "My mum takes me to school and my grandad picks me up. He lives near my house."<br><br>Talk about events from the past e.g. things they have done using images to prompt (H) Looking at a photo from a class trip, child says: "That was when we went to the farm. I fed the goats and they were really hungry!"<br><br>Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago (H)<br><br>Know Christians celebrate the birth of Jesus at Christmas time (RE)<br><br>Say how they celebrate Christmas or another celebration e.g. birthday (RE) "On my birthday, I have a cake and a party with my friends." | Mix red, blue and yellow paint to make different colours. (orange, purple, green) (A-Paint)<br><br>Join in with familiar songs e.g. birthday song, worship songs, nursery rhymes Incy wincy, Twinkle twinkle, wind the bobbin up, Humpty Dumpty, Polly put the kettle on, Baa baa black sheep, The grand old Duke of York, Jack and Jill, Mary had a little lamb, Row row your boat<br><br>Draw a representation of a person including a head, arms, legs, hair and face (A-Draw)<br><br>Use a variety of artistic effects to express ideas and feelings. "I used red and black because I felt a bit angry. I made big lines to show it."<br><br>Create a printed pattern using tools / objects (A-Print)<br><br>Sing (in a group or on their own), increasingly matching the pitch and following the melody.<br><br>Use body and objects to create a variety of sounds - Using body: Clapping hands, stamping feet, clicking fingers, patting knees. Using objects: Shaking a tambourine Banging a drum Tapping sticks together Scrunching paper to make a crackly sound<br><br>Listen attentively to music<br><br>Talk about sounds e.g. loud, quiet, fast, slow.<br><br>Know Kandinsky created artwork using lots of different colours and shapes (A) |

# Spring term - Teach children to …

## Oracy focus

***Attention, listening and understanding***
Understand longer 2 to 3 part spoken instructions e.g. "get your coat, then choose a partner and line up by the door"

Understand 'how' and 'why' questions.

***Vocabulary***
Understand that words can be put into groups or categories, and give examples from each category e.g. animals, transport, food

Understand a range of words to describe the idea of time e.g. early and late (before, after, today, yesterday, tomorrow)

Understand a range of words to describe the idea of texture e.g. soft, hard, rough and smooth

***Sentence building and grammar***

Use 'went' as the past tense of 'go'

Use 'and' in an oral sentence to extend their ideas

Join phrases with words such as 'if', 'because', 'so' e.g. "I can have a biscuit if I eat all my dinner" "I am happy because …played with me" "Can you hold this so I can do up my coat?)

***Storytelling and narrative***
Re-tell favourite stories - some parts as exact repetition and some in their own words, e.g. "…going on a bear hunt, going to catch a big one, we're not scared…and he chased them all the way home"

Describe events. These may not always be joined together or in the right order, e.g. "Daddy was cross. We was late for the football. It was broken. The car tyre"

***Conversations and social interaction***
Play co-operatively and pretend to be someone else talking e.g. take on a character role in a familiar story or be the teacher.

## C&L

use language of negotiation to keep play going e.g. *expressing need and feelings: "I feel cross/sad because…", language for turn-taking & sharing: "First you have the car, then I have the car". "Can we swap?" language for "win-win" problem solving: "We have a problem: we both want the spade. What can we do?". "Is that fair?",* "What if…":

Express their preferred role within play

Use talk to organise themselves and their play

Listen to each other to keep play going

Ask 'who' 'what' 'where' questions to find out more information e.g. in their play, linked to shared stories e.g. where did the ice go?

respond appropriately to 'how' and 'why' questions

use imperative verbs in speech e.g. stop, cut, look, turn, open, close, run, catch, mix, pour

Use time connectives to sequence e.g. first, next, then, finally. First roll the dice, then move your counter.

give clear instructions to a group e.g. when playing a game

listen attentively to others

Follow simple instructions involving several actions/ideas e.g. recipe

use language of comparison e.g. more, fewer, less, same, equal, bigger, smaller, heavier, lighter, full, empty

use future tense orally e.g. "I am going…", "Tomorrow I might…" "Next time I will…".

Retell parts of a known story

Describe events in detail using pictures or other prompts

Understand and use words in books that have been shared e.g. 'The trunk is hard and rough'. 'The stem is getting bigger'

Use talk to help work out problems and organise thinking and activities e.g. let's try… what if…

Think about the perspectives of others 'I wonder why Jack is feeling sad' 'How do you think baby bear feels when his chair is broken? Why did …act that way? How would that make you feel if Jess took your ….?

## PSED

Play *with* other children extending and elaborating play ideas.

Set and work towards a simple goal

Talk about a time when they were resilient and kept on trying to achieve a goal.

Know a challenge is something they might find a bit hard/tricky.

Talk about the effects of exercise on their body e.g. get hot/sweaty, thirsty, tired

Select food and drink to make healthy choices.

Use specific words to talk about feelings: excited cross frustrated nervous glad upset

initiate a game with a partner or small group

identify rules in a game e.g. tag, dominoes

follow the established rules of games

vary familiar games to create new versions and new rules

## PD

Know, when writing at a table, what a good position for writing looks like – back to back, tummy to the table, feet flat on the floor.

**Develop core muscle strength to achieve and support good posture when sitting at a table or sitting on the floor.**

Draw common shapes

Draw some simple representations of common objects e.g. a car, house,

Show accuracy and care when drawing

Use tools competently, independently and safely e.g. cutlery, scissors, paint brushes.

Grip a pencil/paintbrush between two fingers and thumb (tripod grip.)

form taught letters correctly with correct start and end point of letters

Make play dough/salt dough into different shapes by pinching, rolling, stretching and squeezing; roll into a cylinder, roll into a ball, twist, flatten.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Build safely with crates, planks, larger blocks and construction kits e.g. a tunnel or an obstacle course.

Refine their fundamental movement skills, including rolling, crawling, walking, jumping, running, hopping, skipping, climbing e.g. in high and low ways such as jumping and stretching, rolling and crawling

Balance on and off equipment

Jump and land safely

Throw and catch a large ball

move a ball with their feet and keep it close.

Kick a large ball towards a target

Remember sequences of patterns of movements e.g. dance

## Literacy

Talk about a story identifying the principal characters, setting and main events

Talk about what has happened so far in the story to help them predict what could happen next (using their own life experiences and other stories they have shared)

talk about and ask questions about different images, characters or events in books that are shared

know and talk about the conventions of stories e.g. demonstrated in their pretend play – characters, setting, problem, solution

Retell parts of a known story

Compare characters, settings and stories. How are they the same/different?

Retrieve basic information from the text.

Use phonic knowledge to decode regular words and read them aloud accurately

Sound and blend to read words that contain taught digraphs e.g. night, chin, feet, shop, wait

Read words and short sentences consistent with phonic knowledge e.g. His feet got wet.

## Maths

Subitise amounts to 5.

Count objects/ actions / sounds matching one number name to each item. (up to 10)

Show 'finger numbers' up to 10

Count beyond ten verbally e.g. stable order to 20

Learn numbers are made up of smaller amounts e.g. 5 made up of 1, 2, 2

Recall number bonds to 5

Represent 6/7/8/9/10 in different ways. e.g. by using five & ten frames, loose parts and numicon.

Compare amounts using language: 'more than', 'fewer than', the same, equal to.

Learn 'zero' is represented as 0 and means 'none'

Link the number symbol with its cardinal number value to 10

## UW

Tell an adult in school if they are worried about something online. (C)

Use technology (iPad) to take photographs of objects and places e.g. seasonal changes to record changes over time, work they are proud of, small world creations (C)

complete a simple program e.g. Beebots on maps. (C)

Use words like "before", "after", "yesterday", "today" in conversation.

Comment on images of familiar situations in the past. e.g. what they see, how things are same/different to now such as a seaside holiday (H)

compare characters from stories, inc. figures from the past. e.g. saying what is the same and different about them and their lives e.g. Mary Anning and Maisie Jones and the dinosaur Bones (H)

Learn what maps can be used for and why we have maps. (G)

Use a globe to discover places identified through stories e.g. The Emperor's Egg, The Great Explorer (G)

Identify the polar regions and the equator (G)

## EAD

Sing familiar songs and rhymes, changing words or adding new ones.

Plan what they want to create e.g. simple picture with labels / list resources (DT-Plan)

Work collaboratively sharing their ideas, resources and skills

Join materials using, sellotape, glue and split pins. e.g making paper chains, flags (DT-Do)

Make models and props to support retelling and enacting stories e.g. lollistick puppet (DT-Do)

Choose and use different effects e.g. printing, junk modelling (A-Print)

Evaluate and adapt their creations (with support) (DT-Review)

make music in a variety of ways to accompany a familiar story e.g. *contrasting sounds: Use a heavy drum for a giant's footsteps and a light triangle or shaker for a tiny mouse. Building "soundscapes" for settings: use*

# SSM EYFS Aspirations Curriculum 2026

Read tricky words: you are all my her they have said like little so do some come

write the sounds in CVC words in the correct order.

use 'I' in writing

orally sequence at least five words into a sentence (for writing).

Say a short phrase aloud before writing (in response to a prompt)

say a complete sentence aloud before writing.

**Remember the sentence they have said aloud before writing.**

Break the flow of speech into words e,g, count the words, use cubes to represent words

Spell words by identifying sounds and writing the corresponding letters in sequence

**Segment the sounds in simple words for spelling. Use taught digraphs in writing** e.g. fish much look night coat

Separate two words with a space Spr 1

**Separate words with spaces** Spr 2

Write labels and phrases

**Write phrases that can be read by others in meaningful contexts**

**Write short sentences that can be read by others, in meaningful contexts**

Write short sentences that end with a full stop

Use a full stop at the end of a sentence

**Write taught common exception words that are spelt correctly (a, I, the)** Spr 1

**Write taught common exception words that are spelt correctly (to, no, go, into, my)** Spr 2

Spell the tricky words: he me be we she was love they her my you are all

**Spell words using correct GPC's**

write some longer words using phonic knowledge e.g. cobweb, sunset, wigwam

**Identify the parts of common exception words that are hard to spell**

**Spell 'went' as the past tense of 'go'**

Identify specific successes in their writing, with adult support, e.g. identify a diagraph in their writing.

Vocabulary: **Space** (between words) Phrase **Full stop Sentence**

Find one more and one less than a number to 10

Recognise even and odd amounts to 10 e.g. making pairs

Recall number bonds to 5

Combine 2 small groups to find how many altogether

Subtract by taking away a smaller amount from a larger amount

Solve real world mathematical problems with numbers up to 10

Compare mass using vocabulary: heavy, heavier, heaviest, light, lighter, lightest.

Compare mass, using comparative language, e.g. 'heavier than', lighter than, equal to

Compare capacity/volume using vocabulary: full, empty, nearly full, nearly empty.

Describe and compare height using vocabulary: tall, taller, tallest, long, longer, longest, short, shorter, shortest e.g. the tree is tall. I am the shortest.

Compare length using vocabulary related to length, height and breadth: tall, taller, tallest, short, shorter, shortest, long, longer, longest, wider, narrower.

Name common 3d shapes: cone sphere cube cuboid cylinder pyramid

Explore the properties of everyday 3d shapes:

Continue simple repeating patterns involving colour or shape

Create a simple pattern e.g. ABAB, AABBAABB with a range of objects. Can you create a different pattern using the same colours? E.g. ABBABB

Put familiar events in order (e.g. food prep instructions, washing hands, getting ready for school) first, next, then, finally – now/next, before/after

Use vocabulary: yesterday, today, tomorrow, days of the week to describe when events happen

Use geographical words: e.g. forest, beach, soil, hill, coast, island when looking at physical features of different environments. (G)

Draw information from a simple map e.g. blue represents the water and green represents the land. Where the land meets the sea is called the coast. (G)

Understand environments might vary from one another. e.g. beach and forest (G)

Ask questions e.g. "how does it work?" "why does that happen?" to find out about the world around them (S)

Identify key signs of what happens in winter e.g. To know that some animals hibernate in winter. It is cold in winter and there is sometimes snow and ice (S)

To know different process during cold weather – ice/snow/hail such as water freezing to ice when it gets cold and ice melts back to water when it is warm (S)

Describe what they see, hear and feel e.g. different objects and materials such as metal is hard, glass is transparent (S)

Predict what will happen during play e.g., with water and floating. (S)

Know some things *float* and some *sink* (S)

Explain how things work or why things happen e.g. "The car goes fast when I push it hard." "The ice melts because it is warm." (S)

Identify similarities and differences such as seasons, environments, habitats, celebrations

group and name members of a category e.g. animals according to their features , materials and their properties (S)

Identify key signs / images for current season. E.g. Spring starts cool and then gets warmer. Spring is a time of new life. (S)

Name baby animals e.g. kitten, calf, foal, cub, kid (S)

talk about changes they have seen over time e.g. changes in seasons, weather, garden, changes since they were younger, frogspawn (H)

talk about and ask questions about different images and artifacts e.g. photos from home of family, celebrations

make comparisons between festivals/celebrations they have participated in e.g. food, music, decorations (RE)

Recognise some symbols Christians use during Holy Week e.g. palm leaves, crosses, eggs (RE)

Recognise and retell parts of stories connected with celebration of Easter (RE)

*rainmakers or shakers to mimic rain, pots, pans, and wooden spoons for dramatic moments.*

Participate in traditional call and response

Explore the different types of sounds made by untuned different instruments

Listen to and talk about music, expressing their feelings and responses.

Use a variety of artistic effects to express feelings and ideas e.g. choose colours to show how they feel such as red for anger

Choose and use particular colours to paint pictures – e.g. green for a tree, brown for particular animals (A-Paint)

Apply simple decoration to salt dough by imprinting (A-Print)

Create sculptures e.g. salt dough, playdough, clay (A-Sculpture)

# Summer term - Teach children to …

## Oracy focus

***Vocabulary***
Name objects, characters and animals from a description, e.g. "It lives in the jungle and is fierce with big teeth and is stripy." Children at this age will ask if they are unsure

Use words more specifically to make their meaning clear, e.g. "I didn't want the big teddy; I wanted the small, fluffy one."

***Speech sounds***
Develop good knowledge and understanding of sounds and words, which are important for reading and spelling (letter blend focus and misconceptions st (sd) sp (sb) dr (jr) tr (chr) sc/sk (sg)

***Sentence building and grammar***
Use well-formed sentences, longer sentences and sentences with more details, E.g. "I built a tall castle with yellow bricks, a blue door, and a flag waving on the top."

Ask and answer 'what', 'where', 'when' questions e.g. what could we do next? When is it lunchtime?

Use 'because' in an oral sentence to give a reason

Show that they can use language to reason and persuade, e.g. "Can I have another biscuit because I'm still hungry?" "Can I stay up a bit longer because it's the weekend?"

***Storytelling and narrative***
List events with some detail, E.g. "We had a birthday party and I played games with my friends and ate chocolate cake." "We went to the zoo and I saw the lions and monkeys and I had an ice cream at the end."

Orally retell the whole of a familiar story (beginning, middle and end)

add something that's gone wrong in their own stories, e.g. "…but the boy's kite got stuck in a tall tree and he didn't know how to get it down."

Use longer and more complicated sentences within their stories, e.g "When she looked out of her bedroom window, she saw a small spaceship landing in the garden, and a tiny alien waved at her because it wanted to be friends."

***Conversations and social interaction***
Use language to communicate a wider range of things – such as ask, negotiate, give opinions and discuss ideas and feelings, E.g. "How about we play your game first and then my game after, so we are both happy?"

Give details that they know are important and will influence the listener, e.g. "The ball hit the window by accident, Ben didn't mean to kick it that hard."

## C&L

Respond to an idea with relevant comments or actions

ask questions to find out more

describe objects or events using adjectives and nouns in response to a question

articulate their ideas and thoughts in well-formed sentences

use new vocabulary in different contexts

Talk about events in order e.g. Explain how to play a game to others, explain stages of a simple life cycle

listen to and follow instructions with more elements e.g. Give the big balls to me; collect up the blocks and put them in the box

respond to 'how' and 'why' questions with relevant answers

ask 'how' and 'why' questions

listen attentively to others e.g. longer stories

use past tense verbs: 'ran', 'walked', 'drank', 'fell', 'sat', 'jumped', 'found' in speech.

Use the correct tense when speaking, especially with irregular verbs e.g. went

## PSED

Identify reasons why they might feel angry, worried, excited

Plan an activity with peers e.g. invent a new game, celebrate an event, make decorations,

Create their own game with a partner or small group

Take turns e.g. wait their turn in a game, share a resource

Follow the rules of a familiar or unfamiliar game

Cooperate with others, explaining their perspective

Listen and consider the perspective of others

Resolve conflicts peacefully using taught strategies e.g. taking turns, listening to others' ideas

Negotiate with peers using taught strategies and language

Reflect on a conflict and whether what they did was the right course of action or if there was a better solution.

manage their feelings when they win or lose at a game/race

Use specific words to talk about feelings: proud miserable relaxed delighted glum furious

Show concern for others - using encouraging words/actions to support others

Manage own needs to be safe in the sun e.g. slip, slap, slop, slide, hydration, identify shaded areas

## PD

Use a variety of tools accurately and independently including scissors, paintbrushes and cutlery

Hold a pencil in a tripod grip in preparation for fluent writing

Form capital letters T I M (H and the initial letter of their name)

Form lower case letters correctly using print.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Show accuracy and care when drawing

Use simple gardening tools safely and effectively e.g. trowel, dibber

Negotiate space and obstacles safely

Travel in different pathways using the space around me.

Adjust speed and change direction

Refine their fundamental movement skills, including rolling, crawling, walking, jumping, running, hopping, skipping, climbing e.g. jumping for height and distance

hold an object on a racket

hit a moving object

## Literacy

Link events of a story with their own experiences.

Talk about their favourite stories, comparing them to each other

Make inferences – how does the character feel? How do you know?

Recognise that additional information may be contained in illustrations, diagrams etc.

Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

repeat chunks of a story they know well some as exact repetition and some in their own words

## Maths

Stable order beyond 20

Recognise counting patterns beyond 10

Build numbers beyond 10 e.g. ten and two more =12

Add and subtract small amounts (within 10)

Double numbers, recognising it is the same number repeated up to 5+ using vocab: double, twice, same, equal, pairs, parts, altogether, total, whole number

Automatically recall number bonds to 5 and some to 10 e.g. adding up points quickly e.g. 5+5 10+0 9+1

Understand the composition of numbers to 10. E.g. 3 and 3 and 3 makes 9

## UW

talk about different plants, animals, insects and environments e.g. what they see, how things move (S)

use new vocabulary such as habitat, carnivore, germinate, insect

Observe similarities and differences to name and group (S)

Plant and grow a flower e.g. sunflower broad bean

Name parts of a plant: leaf, stem, flower, petal, root (S)

Notice and talk about the changes that happen to plants as they grow. (S)

Care for a plant / flower and know what plants need to grow and thrive e.g. plants need water (S)

## EAD

Know the alphabet song

Use a variety of artistic effects to express my ideas and feelings.

Draw an object from observation e.g. plants, fruit and vegetables (A-Draw)

Act out stories using actions, puppets, small world e.g.

Bring a story to life using facial expressions, body movements and changes in tone of voice

Negotiate and plan with peers to make props for storytelling (DT-Plan do)

Adapt to different roles and characters e.g. changing their language, actions, and behaviour to suit their role

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| listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary e.g. caterpillar makes a chrysalis<br><br>Use phonic knowledge to decode regular words with letter blends and read them aloud accurately e.g. melt, clap, paint, creep, strict<br><br>Sound and blend to read words of more than one syllable where these contain taught graphemes e.g. sandpit, jumping, children<br><br>Read the tricky words: one out what when there were here<br><br>Read words and simple sentences containing taught graphemes e.g. They met the farmer and his sheepdog. You can park near the barn.<br><br>Say a complete sentence aloud before writing.<br><br>Remember the sentence they have said aloud before writing.<br><br>Link sounds to letters, naming and sounding the letters of the alphabet<br><br>Use a capital letter at the start of a sentence<br><br>Separate words with spaces<br><br>Use a capital letter at the start of a sentence<br><br>Use a full stop at the end of a sentence<br><br>Write short sentences containing words with known sound-letter correspondences using a capital letter and full stop<br><br>Write sentences beginning with 'I'<br><br>Write phonetically plausible attempts at multisyllabic words e.g. dighnoasor - dinosaur<br><br>Re-read a sentence to check it makes sense.<br><br>Listen to or state an idea to improve writing in conversation or discussion<br><br>spell 'went' as the past tense of 'go'<br><br>Write taught common exception words that are spelt correctly (put, of, as, his)<br><br>identify the part of tricky words that is tricky to spell.<br><br>spell the tricky words: have said like do so some come little one out what when there were here<br><br>(dictated) Write short sentences containing words with known sound-letter correspondences using a capital letter and full stop<br><br>Vocabulary: capital letter | Use positional language such as top, bottom, middle, between, inside.<br><br>Answer questions by choosing and using suitable equipment.<br><br>Compare quantities e.g. up to 10 to decide who wins<br><br>Present results using practical resources, pictures or drawings<br><br>Write recognisable numbers to 10 e.g. to record game scores<br><br>Share and group objects using language: sharing, grouping, fair/unfair, equal, same, more, fewer, odd, even.<br><br>Recognise when groups are equal/unequal<br><br>Recognise even and odd amounts to 10.<br><br>Solve real world mathematical problems with numbers up to 10.<br><br>Copy, create and continue patterns of numbers and shapes<br><br>Devise a scoring system for invented games and explain it to others | Name simple plants - sunflower, lavender, daffodil, tree, daisy, buttercup, dandelion (S)<br><br>Respect and care for the natural environment and all living things<br><br>Understand the effect of changing seasons on the natural world around them e.g. summer warmer weather, blooming flowers. (S)<br><br>Recognise how to keep cool in summer – sun safety – slip slap slop slide, find shade, hydrate<br><br>Record what they see in the natural world around them through drawings or diagrams. (S)<br><br>Use technology to take photos to record what they see e.g. changes over time or to use as stimulus to create. (C)<br><br>Sequence three/four stages of animal growth, including humans. E.g. simple life cycle of a bean, butterfly, frog (first, next, then, finally)<br><br>Understand some important processes and changes in the natural world around them e.g. cooking party food, making ice lollies or ice cubes for drinks (S)<br><br>identify similarities and differences and make links between different celebrations e.g. fireworks are used at multiple celebrations such as Diwali and New Year, the term decoration can be applied to multiple celebrations (RE)<br><br>Talk about happy memories from the past e.g. over the year at school, holiday, birthday (H)<br><br>To sort objects/images into old and new. (H)<br><br>Identify things at home and school that run on electricity (S)<br><br>Learn what maps can be used for and why we have maps. (G)<br><br>create a simple map from a familiar story e.g. snail trail by Ruth Brown (G)<br><br>Use a simple map to locate objects / features around school. (G)<br><br>Use simple letter/number per square coordinates to locate something e.g. forest school grid what treasure did you find? (G)<br><br>Identify places that are special in their own lives and find out about places that are holy and important for others e.g. churches and mosques (RE) | offer ideas for imagined situations such as what could happen next<br><br>take part in acting out imagined situations<br><br>Use story telling language such as once upon a time, one day, suddenly, then/ next, finally, happily ever after<br><br>Tap a beat / clap in time to a piece of music/simple song.<br><br>Sing (in a group or on their own), increasingly matching the pitch and following the melody.<br><br>Talk about what they have heard, expressing their thoughts and feelings for example *"I didn't like the wolf because he was mean and tried to blow the houses down. I felt a bit scared when he was knocking on the door. But I was happy at the end when the pigs were safe in the brick house."*<br><br>Use their voice to make a variety of sounds e.g. sound effects to a story such as Going on a Bear Hunt or Peace at Last<br><br>Imitatie sounds from their environment and in response to events in stories.<br><br>Perform using different instruments |

# Statutory Educational Programmes

| Communication and Language | Personal, Social and Emotional Development | Physical Development |
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| The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. | Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. |

| Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
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| It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). | Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. | Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. | The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. |